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ABSTRACT

This report summarizes enrollment trends at Nova Southeastern University (NSU) in Fort Lauderdale, Florida, from calendar years 1990 through 1994. Due to the January 1, 1994, merger between Nova University and Southeastern University of the Health Sciences and the incompatibility of their respective information management systems, students in the Health Professions Divisions were excluded from this study. Unduplicated, cumulative headcount increased 12.8 percent over the period, from 17,155 students in 1990 to 19,351 students in 1994. The university awarded 283,217 credits in 1994, an increase of 17.3 percent over the 241,389 credits awarded in 1990. Though the student sex ratio remained steady at 61 percent female and 39 percent male over the period, the number of White students declined from 71 percent in 1990 to 65 percent in 1994, due to sizeable increases in the percentage of African-American and Hispanic students. Although NSU is known for its distance education programs, nearly 50 percent of instruction took place on one of the university's South Florida campuses, and nearly 80 percent of all instruction took place in Florida. Enrollment data for specific NSU schools and programs are included. (MDM)

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ENROLLMENT TRENDS AND CHARACTERISTICS OF NOVA SOUTHEASTERN UNIVERSITY'S STUDENTS: CALENDAR YEARS 1990 TO 1994

Thomas W. MacFarland

Senior Research Associate

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Nova Southeastern University
Research and Planning

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EXECUTIVE SUMMARY

This report is a summary of analyses relating to the students of Nova Southeastern University during Calendar Years 1990 to 1994. Due to the January 1, 1994, merger between Nova University and Southeastern University of the Health Sciences and the incompatibility of their respective information management systems, students in the Health Professions Division were excluded from this study. They will, however, be included in future iterations of this study as the University's Student Information System expands to include these students.

The University has recently experienced steady growth. Unduplicated, cumulative headcount increased from 17,155 students in Calendar Year 1990 to 19,351 students in Calendar Year 1994, resulting in an increase of 12.8 percent from 1990 to 1994. Concomitantly, cumulative yearly credits have also increased. The University awarded 241,389 credits in Calendar Year 1990 and 283,217 credits in Calendar Year 1994, resulting in an increase of 17.3 percent from 1990 to 1994.

Along with enrollment trends, other criteria were also examined in this report. The University has maintained a steady student ratio of 61 percent female to 39 percent male over the last few years. However, there was wide variance among centers on the female to male ratio.

The ethnicity of the University's students is changing, with representation of White students declining from 71 percent of total enrollment in Calendar Year 1990 to 65 percent of total enrollment in Calendar Year 1994. Although differences in ethnicity are quite marked among centers, nearly all academic centers exhibited sizeable increases in percentage representation by African-American and Hispanic students.

This report also examined place of class attendance, an activity that had not been previously examined. Although the University is widely known for its distance education delivery models, it was interesting to note that nearly 50 percent of all instruction at the University is offered on one of the University's South Florida campuses. Future studies will examine this activity in greater detail, specifically focusing on the incidence of instruction in clusters within 30 miles of the main campus. These future analyses will also examine the increase of on-campus instruction at the University, since the 1994 inclusion of nearly 1,500 students in the Health Professions Division who attend classes in a traditional on-campus format.

HIGHLIGHTS

Enrollment

- The University's enrollment increased by 12.8 percent from Calendar Year 1990 to 1994, excluding the Health Professions Division and the sudden increase in enrollment due to the January 1994 merger.

- Enrollment in Florida's State University System increased by 11.9 percent during a comparable time period, 1989 to 1993.

Gender

- Females represent 61 percent of all students at the University.

- In Florida's State University System, females represent 54 percent of all students.

Ethnicity

- Representation of White students at the University declined from 71 percent in Calendar Year 1990 to 65 percent in 1994.

- In 1993, White students represented 69 percent of students in Florida's State University System.

Place of Class Attendance

- Including students in the Health Professions Division, over 50 percent of all instruction offered by the University takes place on one of the University's South Florida campuses.

- In Calendar Year 1994, over 80 percent of all instruction offered by the University occurred in Florida, with less than 20 percent of all instruction occurring in other states or nations.

- It is estimated that over 60 percent of all University students attend class either on one of the University's South Florida campuses, or at a cluster in the local area, where campus services are readily available. This statistic will be examined in greater detail in a future report.

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INTRODUCTION

Background

Nova Southeastern University's (NSU) charter class of 1967 consisted of 17 doctoral students (*Nova Southeastern University Fact Book*, 1995). In less than 30 years, through the development of new programs and unique delivery models, the University has grown to a Fall Term, 1994 enrollment of 15,293 students (*Research and Planning Weekly Enrollment Report*, May 15, 1995). It is anticipated that statistics from the United States Department of Education's Fall 1995 Integrated Postsecondary Education Data System (IPEDS) survey will confirm that the University is now the largest independent university in Florida, the nation's fourth largest state.

Purpose of this Report

The purpose of this report is to continue with the first phase of the monitoring process, established by Research and Planning, of carefully reviewing internal and external trends that may affect enrollment management at the University. Like other reports prepared by Research and Planning, this report focused on Calendar Years 1990 to 1994. These dates provide added reference to the population of graduates associated with the University's current *Self-Study* (*Management of Self-Study Surveys Administered by Research and Planning*, 1995).

METHODOLOGY

The data for this report were obtained in March 1995 by a series of special queries to the University's Student Information System (SIS). These queries were collapsed into one complete extract file which served as the database for this study. The composite database included information on the following criteria:

Enrol_Yr	"Enrollment Year"
College	"Center"
Major	"SIS Data Element Major Code"
Car_Lvl	"Career Level"
Name	"Last Name and First Name"
Sex	"Gender"
Ethnic_G	"Ethnic Group"

Clst_Cty	"Cluster City Code"
Clst_St	"Cluster State Code"
State	"Permanent State"
ZIP	"Permanent ZIP Code"
Cred_Yr	"Credits Earned for Enrollment Year"

Analyses were generated by the use of SPSS-X Release 4.0 for ULTRIX 4.2A on the University's host computer.

Unlike prior reports issued by Research and Planning, this report uses Calendar Year (January 1 to December 31) as the base unit for comparisons over time. This unit presents a more complete picture of center activities and demands on services than term reports, such as analyses that are typically based on end-of-term data.

LIMITATIONS

A noticeable limitation of this study is that it was not possible to report on students enrolled in the Health Professions Division (HPD). On January 1, 1994, Nova University merged with Southeastern University of the Health Sciences to form a new institution, Nova Southeastern University. HPD student data were not integrated into the University's Student Information System (SIS) until July 1, 1994, and there has been no known entry of historical data. Accordingly, trends among students from the University's Health Professions Division will not be included in this report until it is replicated in 1997.

RESULTS

Enrollment (Unduplicated, Cumulative Headcount)

The University experienced a 12.8 percent increase in enrollment (unduplicated, cumulative headcount) from Calendar Years 1990 to 1994 (Table 1). There was wide variance, however, among academic centers in percentage increase in enrollment:

Academic Center	% Change Enrollment
School of Social and Systemic Studies	107.3
Panama	44.3
Center for Psychological Studies	37.1

Oceanographic Center	31.7
School of Business and Entrepreneurship	29.5
Shepard Broad Law Center	18.0
School of Computer and Information Sciences	12.0
James M. Farquhar Center for Undergraduate Studies	8.8
Center for the Study of International Tourism	8.0
Abraham S. Fischler Center for the Advancement of Education	1.3

Percentage growth, however, should be coupled with actual growth (headcount) to present a composite view of University growth from Calendar Years 1990 to 1994. In that regard, growth by academic centers during these years indicated the following:

Academic Center	Growth in Enrollment
School of Business and Entrepreneurship	N = 722
Center for Psychological Studies	N = 422
James M. Farquhar Center for Undergraduate Studies	N = 406
Shepard Broad Law Center	N = 179
Panama	N = 141
School of Social and Systemic Studies	N = 117
School of Computer and Information Sciences	N = 84
Abraham S. Fischler Center for the Advancement of Education	N = 83
Oceanographic Center	N = 26
Center for the Study of International Tourism	N = 16

Overall enrollment trends are presented in Table 1 and Figure 1. Breakouts by academic center are presented in Figures 2 to 11.

Table 1

Nova Southeastern University Student Enrollment (Unduplicated, Cumulative Headcount) by Academic Center: Calendar Years 1990 to 1994

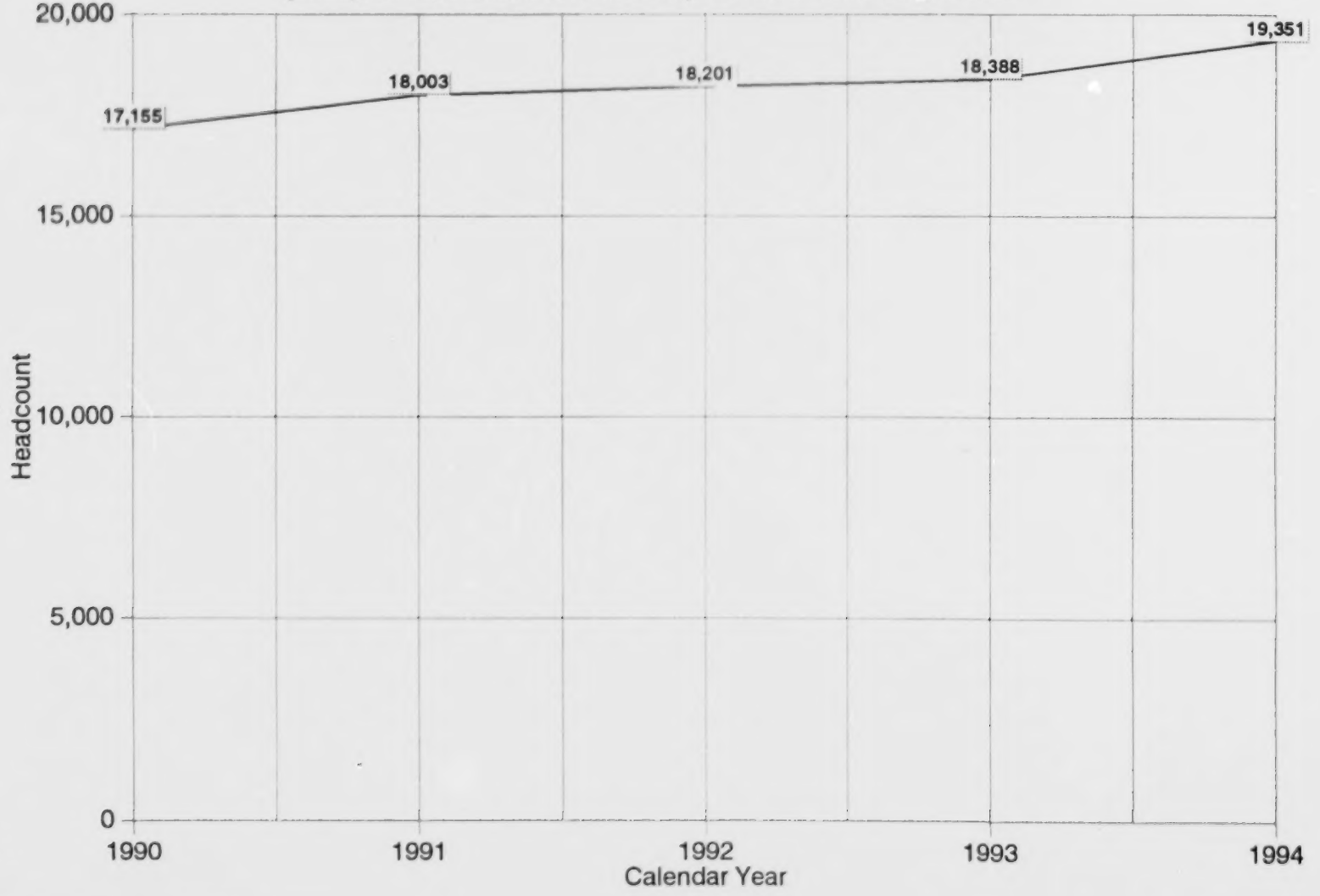
Academic Center	1990		1991		1992		1993		1994		Change 1990-94	
	N	%	N	%	N	%	N	%	N	%	N	%
Abraham S. Fischler Center for the Advancement of Education	6542	38	6984	39	6569	36	6606	36	6625	34	83	1.3
James M. Farquhar Center for Undergraduate Studies	4619	27	4740	26	4759	26	4603	25	5025	26	406	8.8
School of Business and Entrepreneurship	2448	14	2603	14	2961	16	3028	16	3170	16	722	29.5
Center for Psychological Studies	1139	7	1228	7	1293	7	1382	8	1561	8	422	37.1
Shepard Broad Law Center	997	6	1007	6	1043	6	1107	6	1176	6	179	18.0
School of Computer and Information Sciences	700	4	721	4	731	4	721	4	784	4	84	12.0
School of Social and Systemic Studies	109	1	129	1	181	1	204	1	226	1	117	107.3

Table 1 (Continued)

Center for the Study of International Tourism	201	1	173	1	190	1	214	1	217	1	16	8.0
Oceanographic Center	82	<1	76	<1	85	<1	87	<1	108	1	26	31.7
Panama	318	2	342	2	389	2	436	2	459	2	141	44.3
TOTAL	17155		18003		18201		18388		19351		2196	12.8

Nova Southeastern University Student Enrollment

(Unduplicated, Cumulative Headcount): Calendar Years 1990 to 1994



Prepared by Research & Planning
Source: SIS March 1995

Figure 1

Nova Southeastern University Student Enrollment

(Unduplicated, Cumulative Headcount): Calendar Years 1990 to 1994

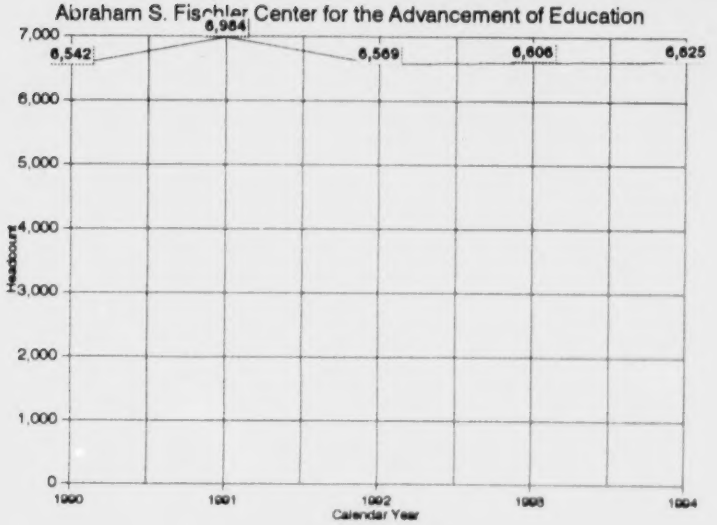


Figure 2

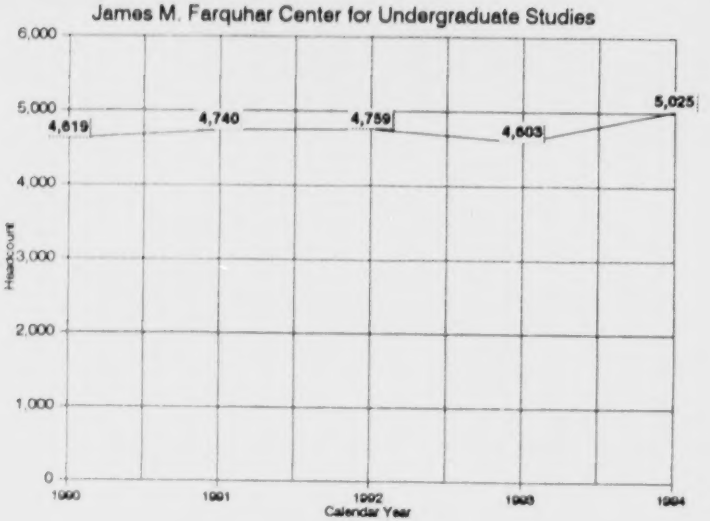


Figure 3

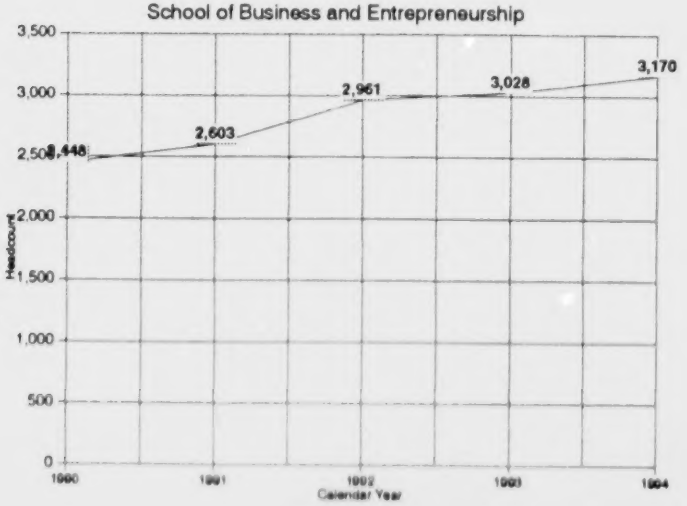


Figure 4

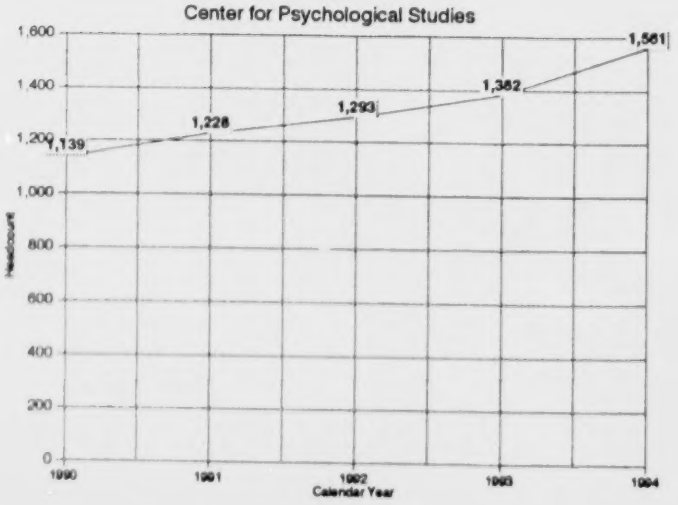


Figure 5

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Nova Southeastern University Student Enrollment

(Unduplicated, Cumulative Headcount): Calendar Years 1990 to 1994

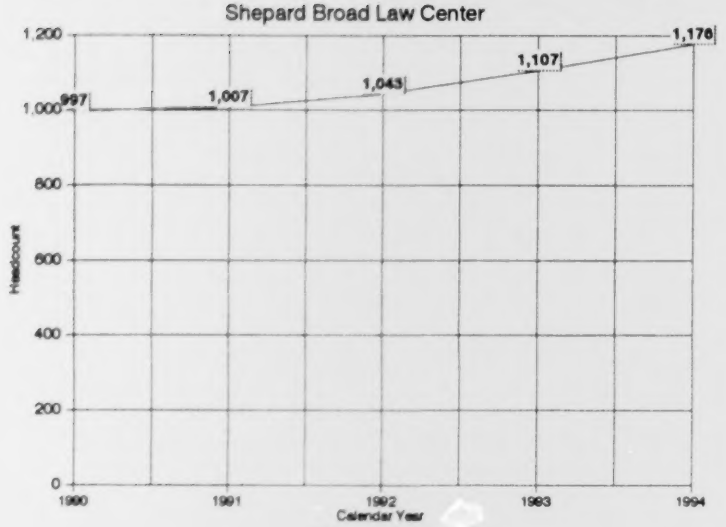
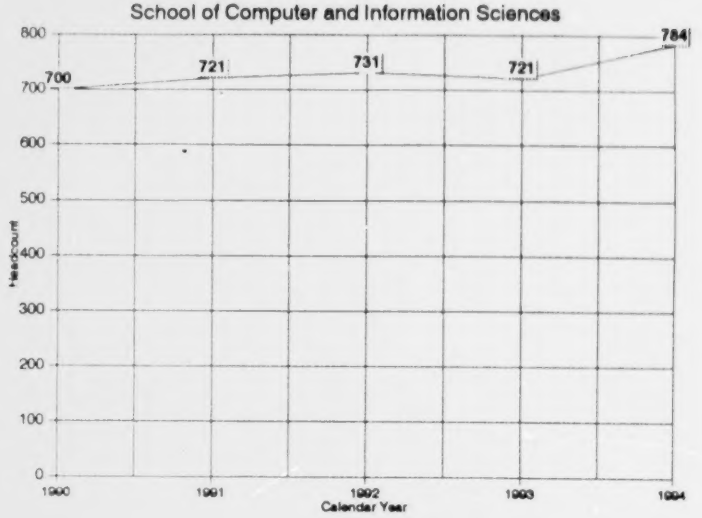


Figure 6



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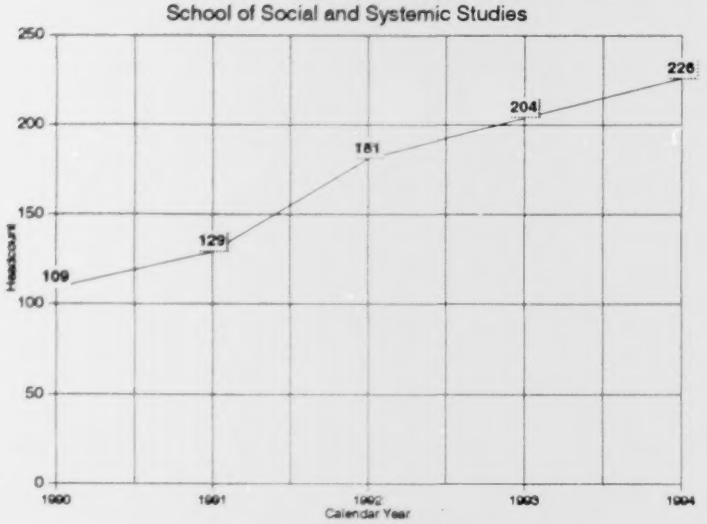

Figure 8

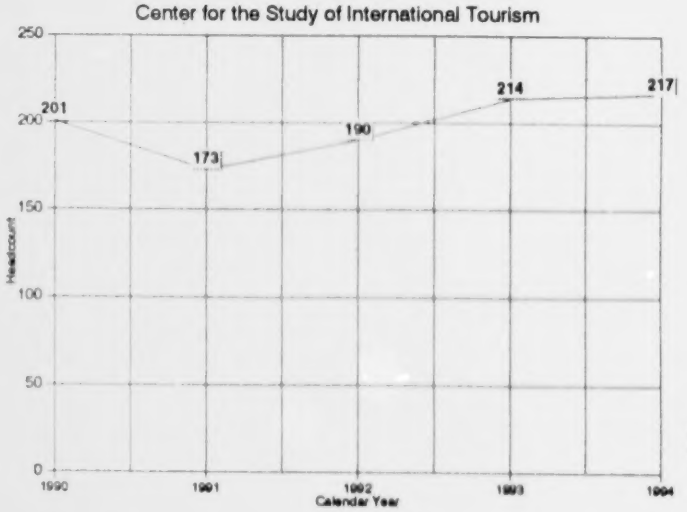

Figure 9

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Nova Southeastern University Student Enrollment

(Unduplicated, Cumulative Headcount): Calendar Years 1990 to 1994

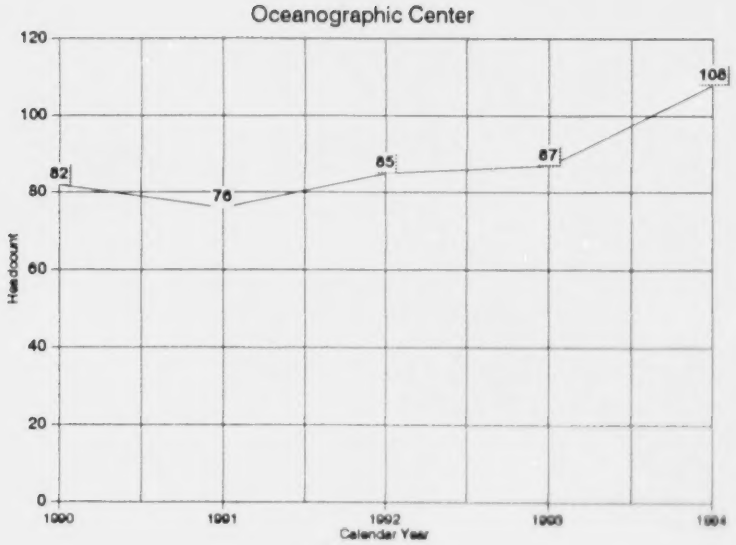

Figure 10

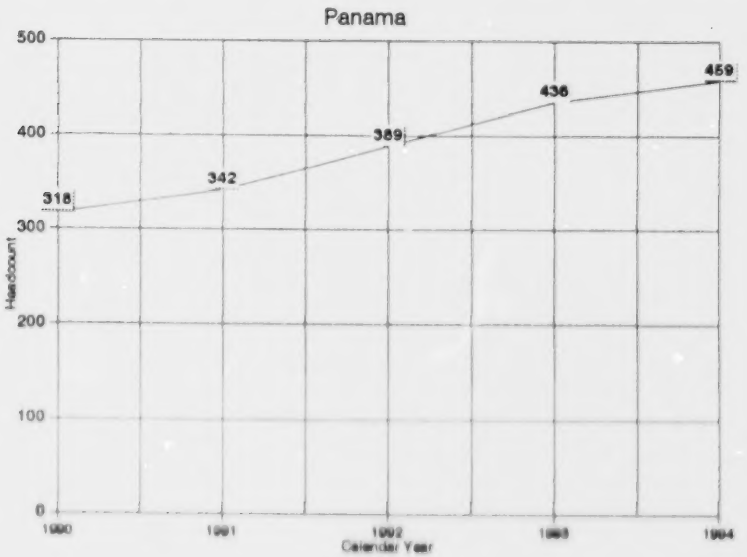

Figure 11

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Gender

The proportion of female students to male students from Calendar Years 1990 to 1994 remained a fairly constant ratio of 61 percent female to 39 percent male (Table 2 and Figure 12). This statistic is also nearly identical to the female to male ratio of University graduates first identified in Research and Planning Report 95-08 (*Nova Southeastern University's Graduates: July 1, 1990 to June 30, 1994, 1995*).

Table 2

Gender of Nova Southeastern University Students: Calendar Years 1990 to 1994

	1990		1991		1992		1993		1994	
Gender	N	%	N	%	N	%	N	%	N	%
Female	10416	61	10951	61	10967	60	11163	61	11774	61
Male	6739	39	7052	39	7234	40	7225	39	7577	39
TOTAL	17155		18003		18201		18388		19351	

The representation of female to male students varies widely, however, by academic center. Statistics on gender by academic center for Calendar Years 1990 to 1994 are presented in Figures 13-22. Gender-related statistics for Calendar Year 1994, the most current calendar year examined in this report, follow in rank order by percentage female representation:

Academic Center	% Female	% Male
Center for Psychological Studies	76	24
School of Social and Systemic Studies	73	27
Abraham S. Fischler Center for the Advancement of Education	70	30
James M. Farquhar Center for Undergraduate Studies	67	33

Center for the Study of International Tourism	54	46
Panama	47	53
Oceanographic Center	46	54
Shepard Broad Law Center	42	58
School of Business and Entrepreneurship	40	60
School of Computer and Information Sciences	31	69

Although four centers (the Center for Psychological Studies, the School of Social and Systemic Studies, the Abraham S. Fischler Center for the Advancement of Education, and the James M. Farquhar Center for Undergraduate Studies) are currently dominated by female representation, it is important to mention that this degree of representation by females seems to be a long-term trend for these centers. Equally, there seems to be a trend of increasing female representation in the Center for Psychological Studies.

Other trends in female and male representation, although evident in Table 3 and Figures 13 to 22, require some degree of attention. The University's long-term increase in female representation is slight, while individual centers show considerable variance from this overall trend:

Female representation in the School of Business and Entrepreneurship changed from 38 percent of total in Calendar Year 1990 to 40 percent of total in Calendar Year 1994.

Female representation in the Oceanographic Center changed from 33 percent of total in Calendar Year 1990 to 46 percent of total in Calendar Year 1994.

Female representation in the Shepard Broad Law Center declined from 45 percent of total in Calendar Year 1990 to 42 percent of total in Calendar Year 1994.

Female representation in Panama declined from 50 percent of total in Calendar Year 1990 to 47 percent of total in Calendar Year 1994.

Table 3

Nova Southeastern University Students by Academic Center and by Gender: Calendar Years 1990 to 1994

Academic Center		1990 N	1990 %	1991 N	1991 %	1992 N	1992 %	1993 N	1993 %	1994 N	1994 %
Abraham S. Fischler Center for the Advancement of Education	Female	4574	70	4894	70	4602	70	4693	71	4659	70
	Male	1968	30	2090	30	1967	30	1913	29	1966	30
James M. Farquhar Center for Undergraduate Studies	Female	3073	67	3108	66	3125	66	3051	66	3378	67
	Male	1546	33	1632	34	1634	34	1552	34	1647	33
School of Business and Entrepreneurship	Female	939	38	979	38	1159	39	1200	40	1275	40
	Male	1509	62	1624	62	1802	61	1828	60	1895	60
Center for Psychological Studies	Female	818	72	897	73	961	74	1038	75	1180	76
	Male	321	28	331	27	332	26	344	25	381	24
Shepard Broad Law Center	Female	449	45	448	45	437	42	457	41	494	42
	Male	548	55	559	55	606	58	650	59	682	58
School of Computer and Information Sciences	Female	207	30	223	31	216	30	208	29	242	31
	Male	493	70	498	69	515	70	513	71	542	69
School of Social and Systemic Studies	Female	81	74	100	78	133	74	146	72	164	73
	Male	28	26	29	22	48	26	58	28	62	27
Center for the Study of International Tourism	Female	90	45	94	54	95	50	112	52	116	54
	Male	111	55	79	46	95	50	102	48	101	46

Table 3 (Continued)

Oceanographic Center	Female	27 33	28 37	35 41	35 40	50 46
	Male	55 67	48 63	50 59	52 60	58 54
Panama	Female	158 50	180 53	204 52	223 51	216 47
	Male	160 50	162 47	185 48	213 49	243 53
TOTAL	Female	10416 61	10951 61	10967 60	11163 61	11774 61
	Male	6739 39	7052 39	7234 40	7225 39	7577 39

Gender of Nova Southeastern University Students:
Calendar Years 1990 to 1994

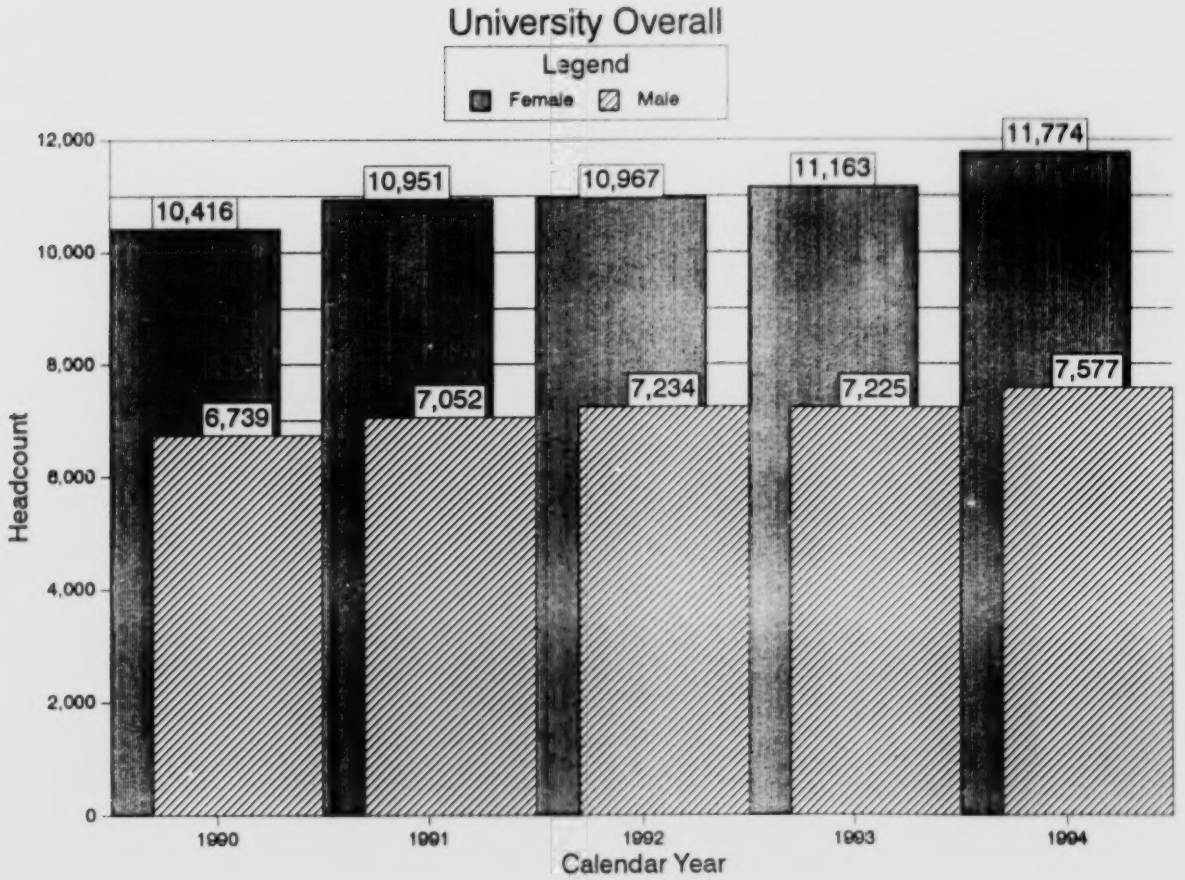


Figure 12

Gender of Nova Southeastern University Students:

Calendar Years 1990 to 1994

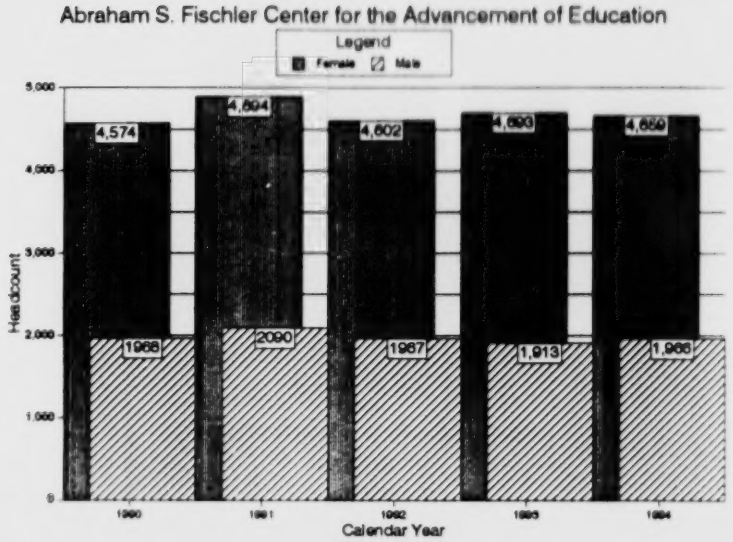


Figure 13

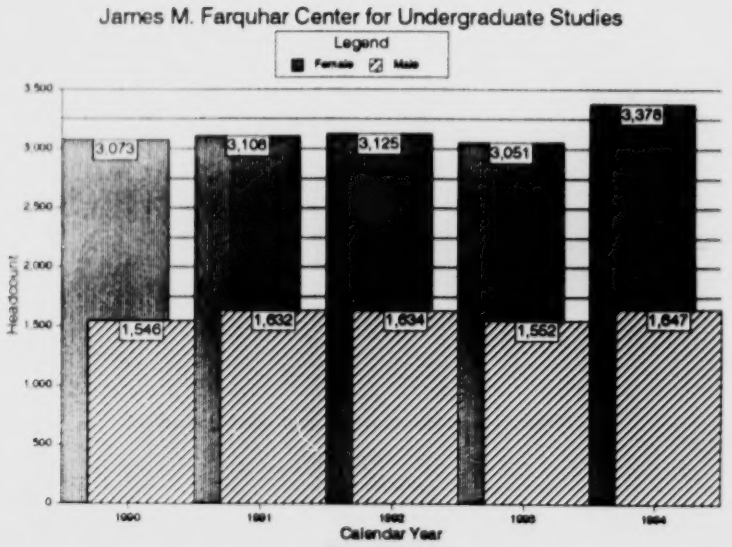
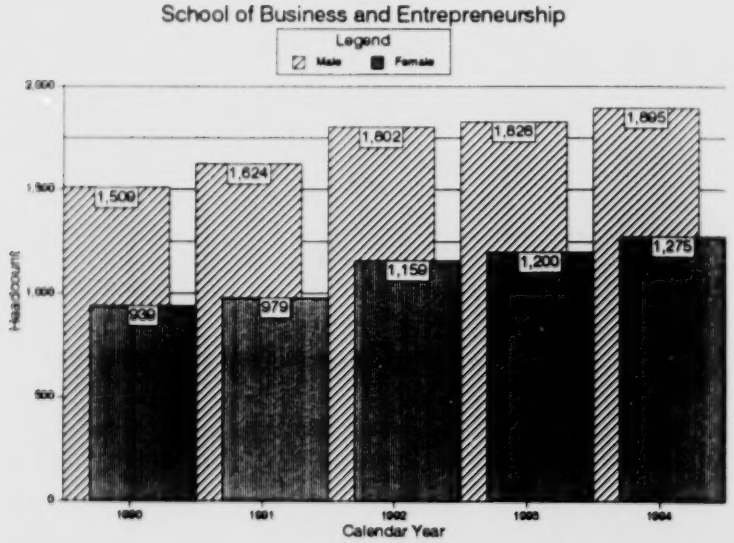


Figure 14



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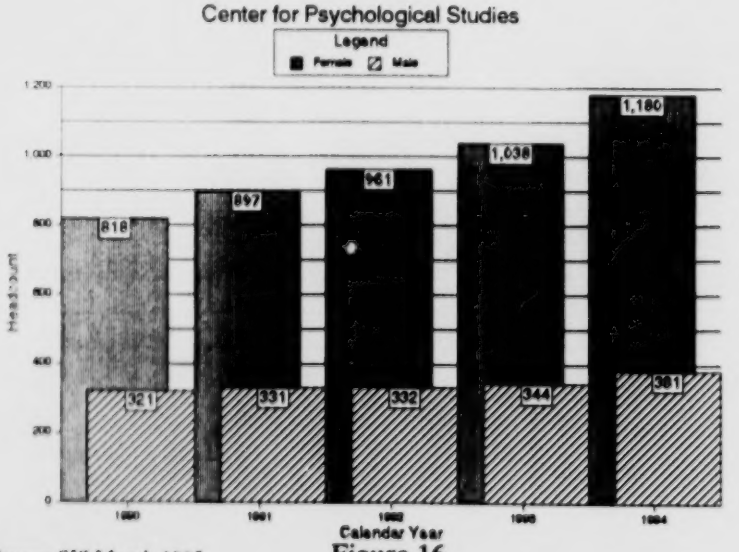

Figure 16

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Gender of Nova Southeastern University Students:

Calendar Years 1990 to 1994

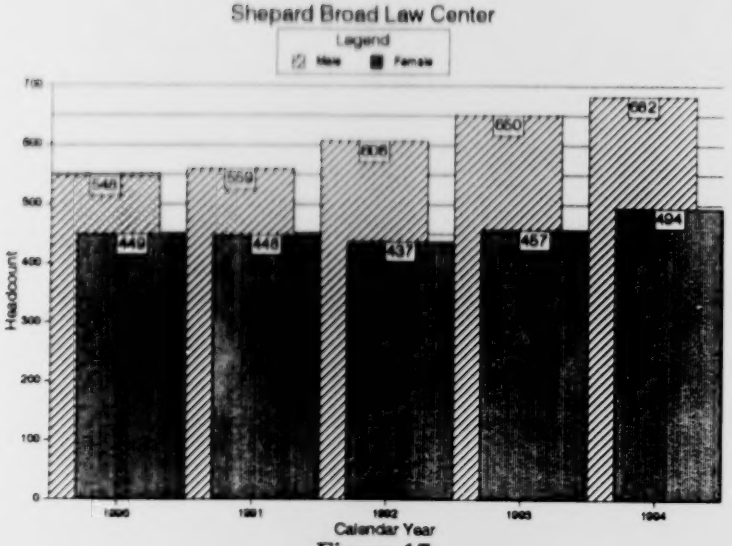

Figure 17

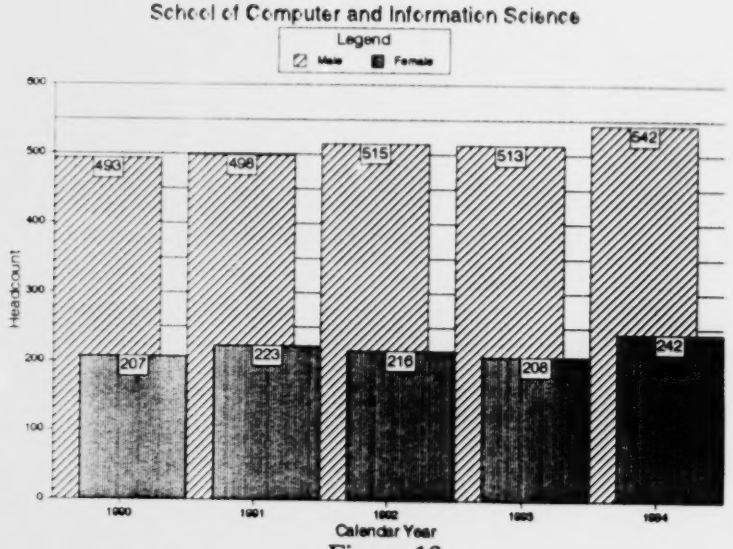

Figure 18

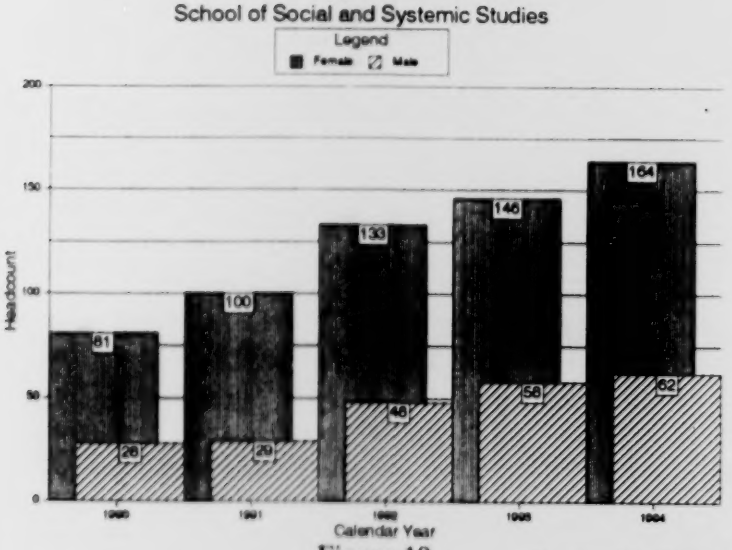

Figure 19

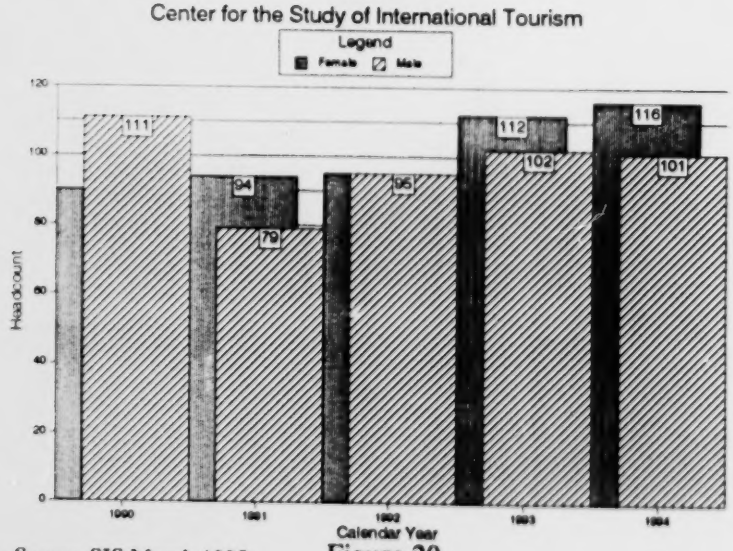

Figure 20

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Gender of Nova Southeastern University Students:

Calendar Years 1990 to 1994

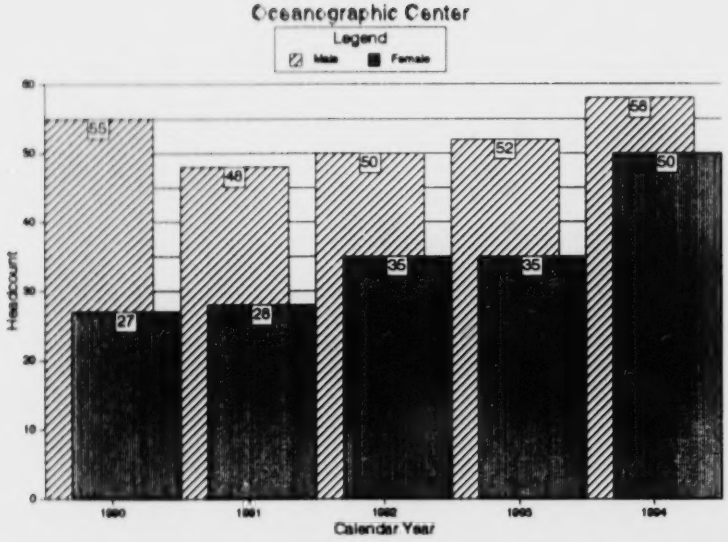

Figure 21

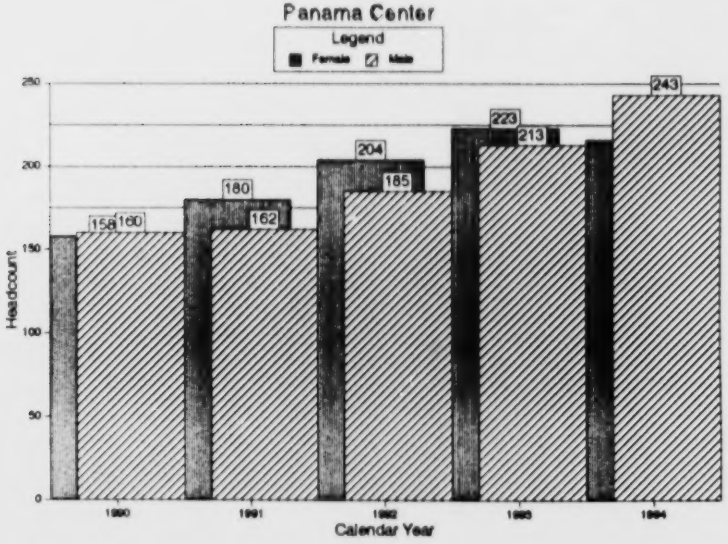

Figure 22

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Ethnicity

Reflecting the changing ethnic composition of the South Florida community, the percentage of minority students at the University is increasing while the percentage of White students is decreasing. This trend is evident at the University level in Table 4 and Figure 23. Breakouts on the ethnicity of University students are provided in Table 5 and Figures 24 to 33.

Table 4

Ethnicity of Nova Southeastern University Students: Calendar Years 1990 to 1994

	1990		1991		1992		1993		1994	
Ethnicity	N	%	N	%	N	%	N	%	N	%
White	12256	71	12666	70	12364	68	12186	66	12542	65
African-American	2517	15	2663	15	2880	16	2967	16	3265	17
Hispanic	1805	11	2051	11	2149	12	2320	13	2531	13
Asian	309	2	371	2	502	3	558	3	593	3
Missing	96	1	79	<1	72	<1	69	<1	62	<1
Other	172	1	173	1	234	1	288	2	358	2
TOTAL	17155		18003		18201		18388		19351	

Among the many findings from this series of tables and figures, the following trends seem to be most noticeable in terms of their potential impact on the University:

> While African-American representation in the Abraham S. Fischler Center for the Advancement of Education increased by only 2.5 percent from Calendar Years 1990 to 1994, the representation of Hispanic students in this center increased by 36.7 percent during the same time period.
>
> The James M. Farquhar Center for Undergraduate Studies experienced a 7.0 percent decline in White students from Calendar Years 1990 to 1994. During this same time period, African-American student representation increased by 31.0

percent and Hispanic student representation increased by 42.5 percent. Asian students, however, had the greatest increase in representation, with this center experiencing a 101.9 percent increase in Asian Students.

The School of Business and Entrepreneurship, with almost 30 percent growth during Calendar Years 1990 to 1994, reflected growth among all ethnic groups. Asian students had 158.7 percent increased representation in this center during Calendar Years 1990 to 1994. African-American students experienced 100.7 percent increased representation during the same time period.

The Center for Psychological Studies equally experienced sizeable increases in Asian students (200.0 percent growth), African-American students (64.7 percent growth, and Hispanic students (52.1 percent growth) during Calendar Years 1990 to 1994. This center has also had continued overall growth, so that all identified ethnic groups experienced growth during this time period.

The Shepard Broad Law Center experienced exceptionally high growth in representation by African-American students (202.1 percent increase) during Calendar Years 1990 to 1994.

Asian students were the ethnic group with the greatest increase in representation (77.1 percent growth from Calendar Years 1990 to 1994) in the School of Computer and Information Sciences.

The School of Social and Systemic Studies also experienced high rates of increased representation by Hispanic students (122.2 percent growth) and African-American students (100.0 percent growth) during Calendar Years 1990 to 1994. This center had an unduplicated, cumulative headcount enrollment of 226 students in Calendar Year 1994, so White students (84 percent of Calendar Year 1994 total) remain the majority ethnic group.

Due to the small number of students in the Oceanographic Center, even small increases or declines in enrollment can impact percentage ethnic representation. White students in this center represented 80 percent of total enrollment in Calendar Year 1994 and this statistic has remained fairly stable for the last few years.

Table 5

Nova Southeastern University Students by Academic Center and by Ethnic Group: Calendar Years 1990 to 1994

Academic Center		1990 N	1990 %	1991 N	1991 %	1992 N	1992 %	1993 N	1993 %	1994 N	1994 %	Change 1990-94 N	Change 1990-94 %
Abraham S. Fischler Center for the Advancement of Education													
	White	4631	71	4891	70	4513	69	4478	68	4509	68	-122	-2.6
	Afk.Am.	1233	19	1326	19	1273	19	1316	20	1264	19	31	2.5
	Hispanic	507	8	588	8	612	9	657	10	693	11	186	36.7
	Asian	61	1	64	1	60	1	61	1	60	1	-1	-1.6
	Other	66	1	64	1	67	1	61	1	88	1	22	33.3
	Missing	44	1	51	1	44	1	33	1	11	<1	-33	75.0
	TOTAL	6542		6984		6569		6606		6625		83	1.3
James M. Farquhar Center for Undergraduate Studies													
	White	3158	68	3166	67	2979	63	2805	61	2937	58	-221	-7.0
	Afk.Am.	758	16	778	16	886	19	844	18	993	20	235	31.0
	Hispanic	604	13	701	15	742	16	767	17	861	17	257	42.5
	Asian	52	1	57	1	86	2	88	2	105	2	53	101.9
	Other	26	1	31	1	58	1	89	2	119	2	93	357.7
	Missing	21	1	7	<1	8	<1	10	<1	10	<1	-11	-52.4
	TOTAL	4619		4740		4759		4603		5025		406	8.8

Table 5 (Continued)

School of Business and Entrepreneurship														
	White	1784	73	1838	71	1978	67	1930	64	1911	60	127	7.1
	Afk.Am.	299	12	323	12	439	15	464	15	600	19	301	100.7
	Hispanic	224	9	266	10	283	10	337	11	339	11	115	51.3
	Asian	104	4	142	6	227	8	260	9	269	9	165	158.7
	Other	32	1	31	1	33	1	34	1	44	1	12	37.5
	Missing	5	<1	3	<1	1	<1	3	<1	7	<1	2	40.0
	TOTAL	2448		2603		2961		3028		3170		722	29.5
Center for Psychological Studies														
	White	967	85	1037	84	1103	85	1165	84	1282	82	315	32.6
	Afk.Am.	51	5	55	5	66	5	64	5	84	5	33	64.7
	Hispanic	94	8	106	9	97	8	112	8	143	9	49	52.1
	Asian	9	1	12	1	15	1	21	2	27	2	18	200.0
	Other	10	1	11	1	10	1	18	1	20	1	10	100.0
	Missing	8	1	7	1	2	<1	2	<1	5	<1	-3	-37.5
	TOTAL	1139		1228		1293		1382		1561		422	37.1
Shepard Broad Law Center														
	White	819	82	825	82	821	79	835	75	858	73	39	4.8
	Afk.Am.	47	5	53	5	75	7	112	10	142	12	95	202.1
	Hispanic	111	11	107	11	111	11	118	11	126	11	15	13.5
	Asian	10	1	9	1	15	1	15	1	16	1	6	60.0
	Other	5	1	8	1	11	1	21	2	19	2	14	280.0
	Missing	5	1	5	1	10	1	6	1	15	1	10	200.0
	TOTAL	997		1007		1043		1107		1176		179	18.0

Table 5 (Continued)

School of Computer and Information Sciences												
	White	508	73	529	73	515	71	486	67	530	68	22	4.3
	Afk.Am.	76	11	73	10	80	11	81	11	88	11	12	15.8
	Hispanic	48	7	49	7	50	7	52	7	59	8	11	22.9
	Asian	48	7	56	8	63	9	80	11	85	11	37	77.1
	Other	18	3	12	2	21	3	19	3	20	3	2	11.1
	Missing	2	<1	2	<1	2	<1	3	<1	2	<1	0	0.0
	TOTAL	700		721		731		721		784		84	12.0
School of Social and Systemic Studies													
	White	94	86	119	92	161	89	179	88	190	84	96	50.5
	Afk.Am.	6	6	1	1	3	2	7	3	12	5	6	100.0
	Hispanic	9	8	8	6	12	7	16	8	20	9	11	122.2
	Asian	0	0	1	1	0	0	0	0	1	0	--	--
	Other	0	0	0	0	4	2	1	1	3	1	--	--
	Missing	0	0	0	0	1	1	1	1	0	0	--	--
	TOTAL	109		129		181		204		226		117	107.3
Center for the Study of International Tourism													
	White	150	75	112	65	116	61	132	62	126	58	-24	-16.0
	Afk.Am.	18	9	21	12	24	13	33	15	33	15	15	83.3
	Hispanic	23	11	28	16	32	17	33	15	41	19	18	78.3
	Asian	4	2	5	3	9	5	7	3	5	2	1	25.0
	Other	3	2	4	2	8	4	8	4	11	5	8	266.7
	Missing	3	2	3	2	1	1	1	1	1	1	-2	-66.7
	TOTAL	201		173		190		214		217		16	8.0

Table 5 (Continued)

Oceanographic Center																								
	White	67	82		63	83		70	82		71	82		86	80		19	28.4					
	Afk.Am.	3	4		0	0		0	0		0	0		1	1		-2	-66.7					
	Hispanic	4	5		5	7		6	7		5	6		5	5		1	25.0					
	Asian	4	5		6	8		6	7		5	6		6	6		2	50.0					
	Other	2	2		2	3		3	4		2	2		6	6		4	200.0					
	Missing	2	2		0	0		0	0		4	5		4	4		2	100.0					
	TOTAL	82			76			85			87			108			26	31.7					
Panama																								
	White	78	25		86	25		108	28		105	24		113	25		35	44.9					
	Afk.Am.	26	8		33	10		34	9		46	11		48	11		22	84.6					
	Hispanic	181	57		193	56		204	52		223	51		244	53		63	34.8					
	Asian	17	5		19	6		21	5		21	5		19	4		2	11.8					
	Other	10	3		10	3		19	5		35	8		28	6		18	180.0					
	Missing	6	2		1	<1		3	1		6	1		7	2		1	16.7					
	TOTAL	318			342			389			436			459			141	44.3					
TOTAL																								
	White	12256	71		12666	70		12364	68		12186	66		12542	65		286	2.3					
	Afk.Am.	2517	15		2663	15		2880	16		2967	16		3265	17		748	29.7					
	Hispanic	1805	11		2051	11		2149	12		2320	13		2531	13		726	40.2					
	Asian	309	2		371	2		502	3		558	3		593	3		284	91.9					
	Other	172	1		173	1		234	1		288	2		358	2		186	108.1					
	Missing	96	1		79	<1		72	<1		69	<1		62	<1		-34	-35.4					
	TOTAL	17155			18003			18201			18388			19351			2196	12.8					

Note. Ethnic status is self-declared by students on registration forms at the beginning of each academic term.

Ethnicity of Nova Southeastern University Students:

Calendar Year 1990 Compared to Calendar Year 1994

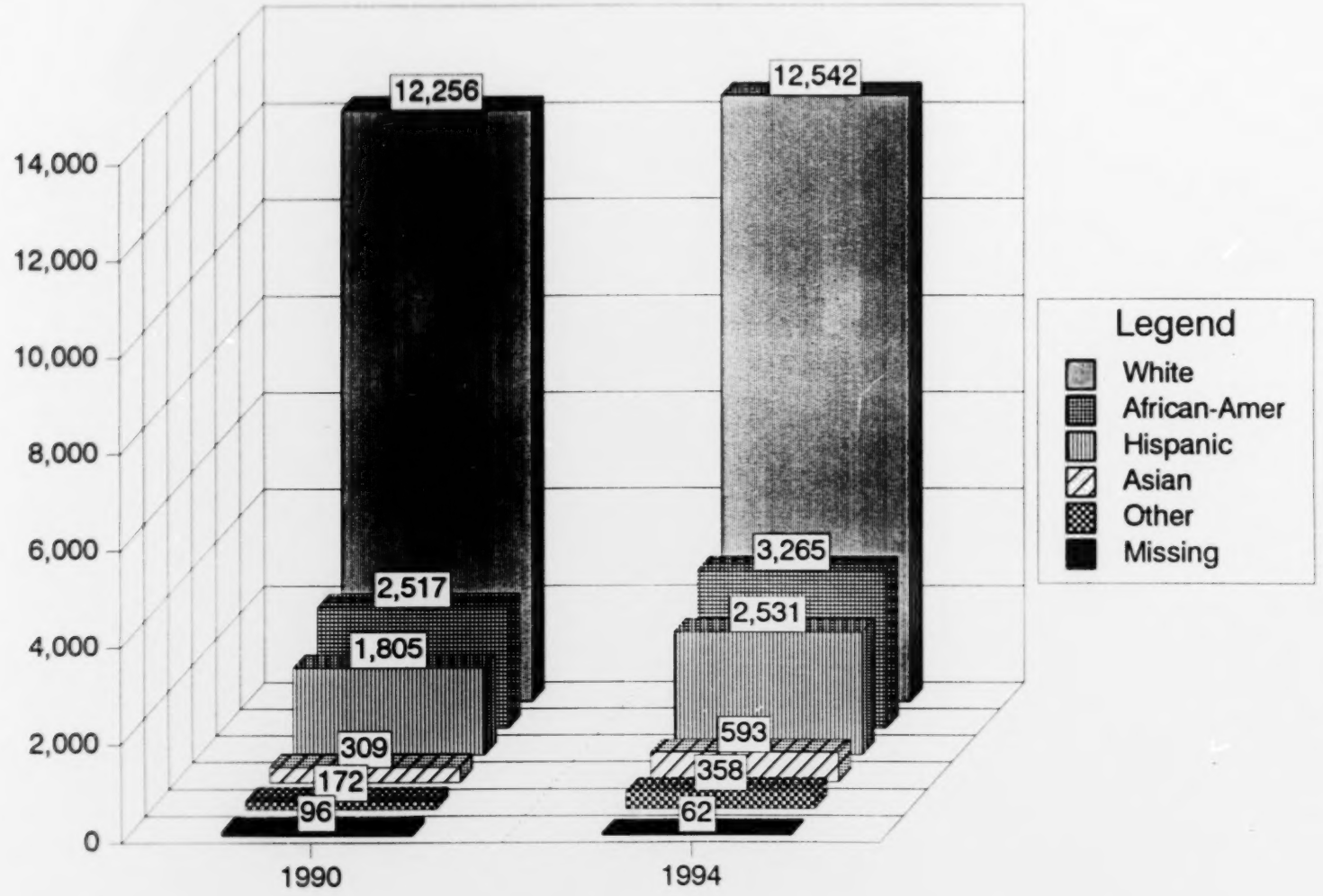

Figure 23

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Ethnicity of Nova Southeastern University Students:

Calendar Year 1990 Compared to Calendar Year 1994

Abraham S. Fischler Center for the Advancement of Education

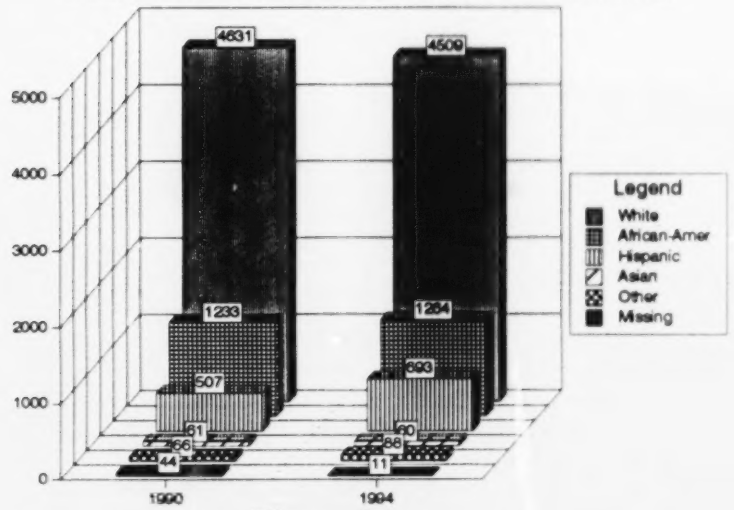

Figure 24

James M. Farquhar Center for Undergraduate Studies

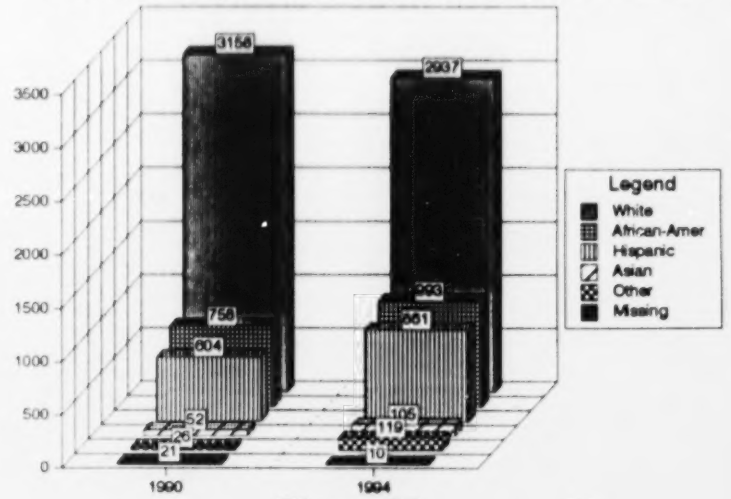

Figure 25

School of Business and Entrepreneurship

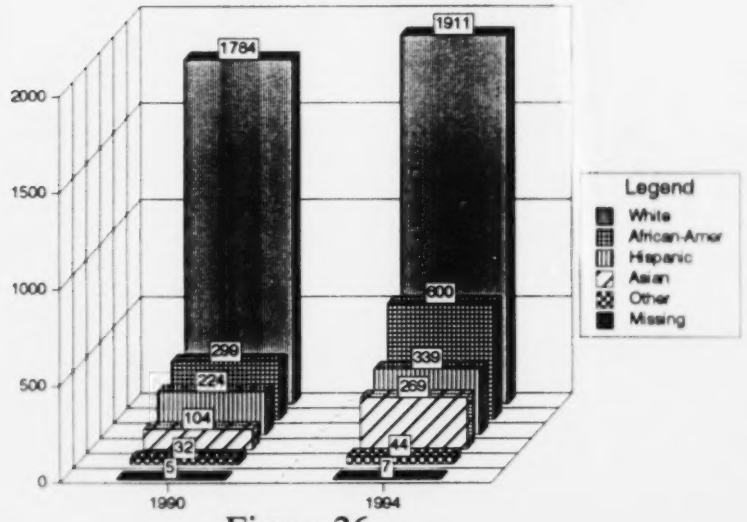

Figure 26

Center for Psychological Studies

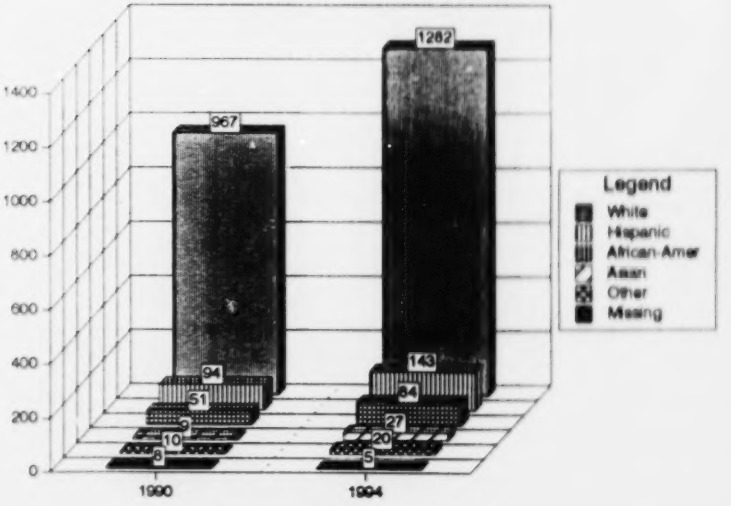

Figure 27

Prepared by Research & Planning - Source SIS March 1995

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Ethnicity of Nova Southeastern University Students:

Calendar Year 1990 Compared to Calendar Year 1994

Shepard Broad Law Center

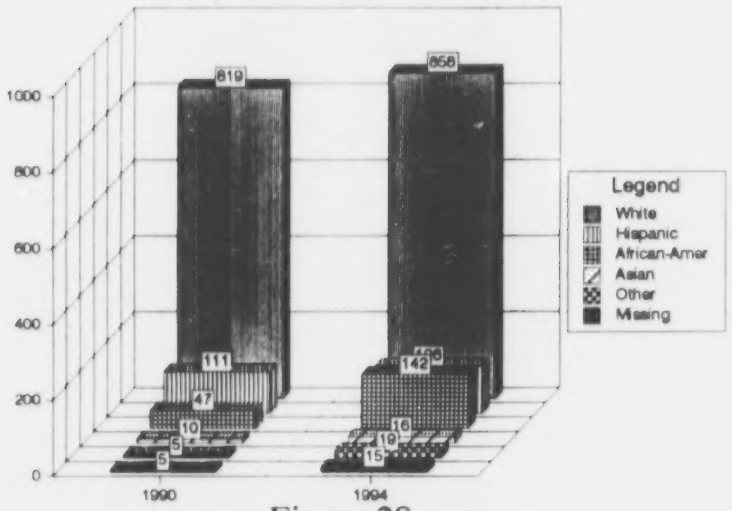

Figure 28

School of Computer and Information Sciences

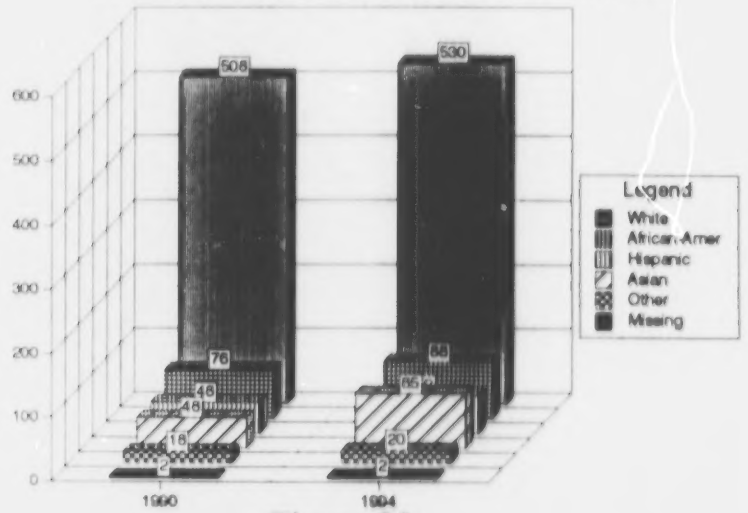

Figure 29

School of Social and Systemic Studies

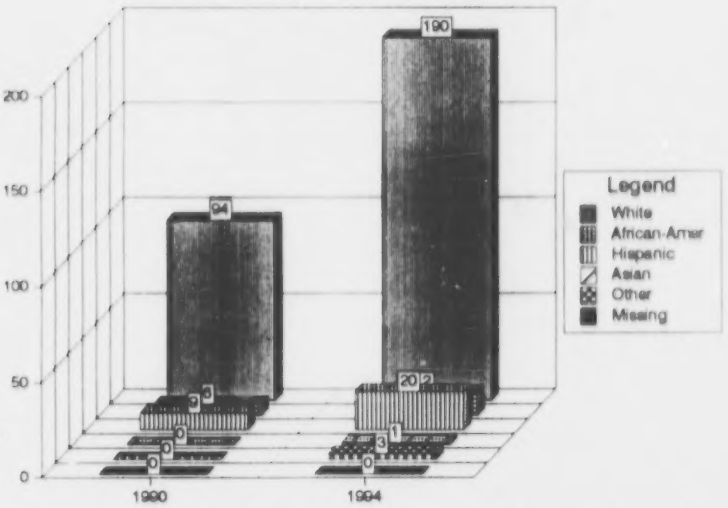

Figure 30

Center for the Study of International Tourism

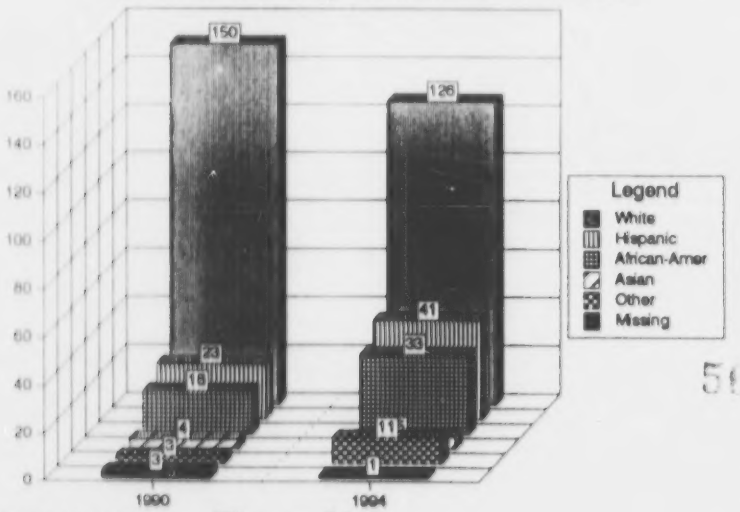

Figure 31

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Ethnicity of Nova Southeastern University Students:

Calendar Year 1990 Compared to Calendar Year 1994

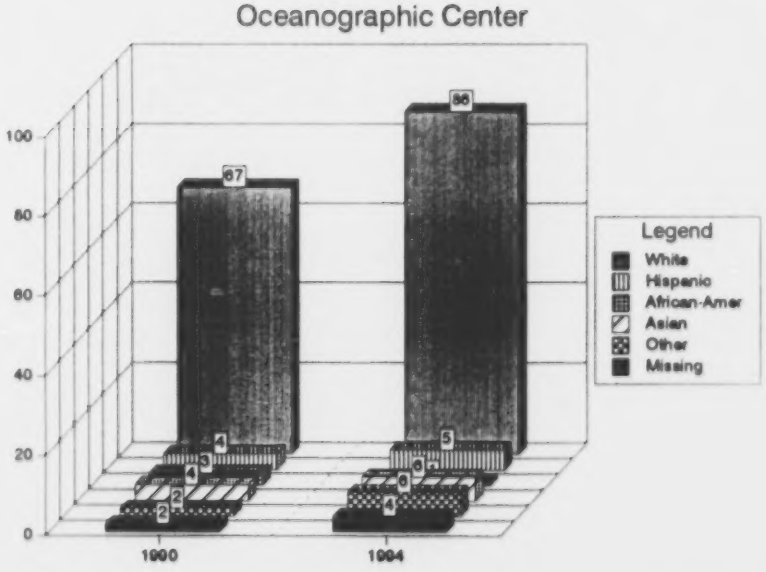


Figure 32

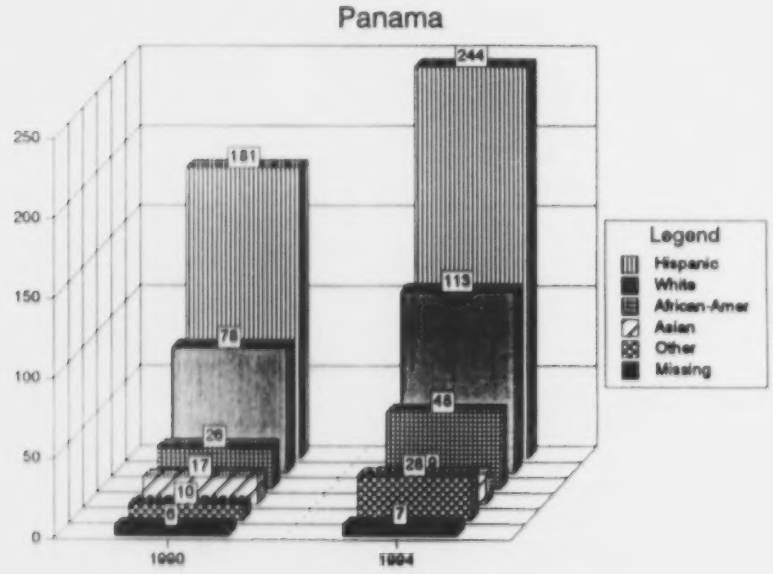


Figure 33

Prepared by Research & Planning - Source SIS March 1995

Place of Class Attendance

The University is widely known for the use of innovative and often ground-breaking distance education models. In the mid-1970s, the University started the use of cluster programs throughout Florida, other states, and selected foreign nations. Although the Internet is a topic currently receiving wide media coverage, the University initiated the use of educational applications of real time and delayed time instruction through computer-based telecommunications in the mid-1980s. Now, in the mid-1990s, the University continues to expand the nature of distance education, offering lecture and group collaboration through telephone-based audiobridge technology and real time compressed video lectures from the University's South Florida campuses to students in distant locations.

Although these activities receive considerable attention, Table 6 and Figure 34 provide evidence that, based on total enrollment, the University is far from being solely a distance education institution:

1. In Calendar Year 1994, 46 percent of all instruction offered by the University (excluding students in the Health Professions Division) occurred at either the Davie Campus or the East Campus. This statistic does not include instruction at local cluster sites within the 30 mile radius of the University. Instead, it refers specifically to on-campus instruction.

2. In Calendar Year 1994, over 80 percent of all instruction offered by the University took place in Florida.

3. Less than 20 percent of all instruction offered by the University in Calendar Year 1994 occurred in other states or nations.

There are obviously wide differences in place of class attendance among the University's academic centers (Figures 35-44). The Shepard Broad Law Center only offers instruction on the University's Davie campus. The School of Social and Systemic Studies conducts classes at the University's East Campus in Fort Lauderdale. Other centers, including the Abraham S. Fischler Center for the Advancement of Education, the James M. Farquhar Center for Undergraduate Studies, and the School of Business and Entrepreneurship, while known for their involvement in distance education, still have a large on-campus presence. As presented in the following figures, on-campus presence in these centers is growing:

Table 6

Nova Southeastern University Students by Academic Center and by Place of Class Attendance: Calendar Years 1990 to 1994

Academic Center	1990		1991		1992		1993		1994		Change 1990-94	
	N	%	N	%	N	%	N	%	N	%	N	%
Abraham S. Fischler Center for the Advancement of Education												
Florida	4858	74	5026	72	4611	70	4618	70	4605	70	-253	- 5.4
Fort Lauderdale	1162	18	1354	19	1349	21	1541	23	1741	26	579	44.4
Other Florida	3696	56	3672	53	3262	50	3077	47	2864	43	-832	-30.2
Non-Florida	1684	26	1958	28	1958	30	1988	30	2020	31	336	15.4
TOTAL	6542		6984		6569		6606		6625		83	1.3
James M. Farquhar Center for Undergraduate Studies												
Florida	4404	95	4566	96	4587	96	4479	97	4751	95	347	0.0
Fort Lauderdale	2620	57	2747	58	2864	60	2763	60	2802	56	182	- 1.8
Other Florida	1784	39	1819	38	1723	36	1716	37	1949	39	165	0.0
Non-Florida	215	5	174	4	172	4	124	3	274	6	59	20.0
TOTAL	4619		4740		4759		4603		5025		406	8.8

Table 6 (Continued)

School of Business and Entrepreneurship																
Florida	1920	78		2066	79		2338	79		2330	77		2267	72	347	- 7.7
Fort Lauderdale	840	34		927	36		1037	35		1058	35		1017	32	177	- 5.9
Other Florida	1080	44		1139	44		1301	44		1272	42		1250	39	170	-11.4
Non-Florida	528	22		537	21		623	21		698	23		903	29	375	31.8
TOTAL	2448			2603			2961			3028			3170		722	29.5
Center for Psychological Studies																
Florida	1139	100		1228	100		1293	100		1382	100		1561	100	422	0.0
Fort Lauderdale	657	58		753	61		814	63		879	64		964	62	307	6.9
Other Florida	482	42		475	39		479	37		503	36		597	38	115	- 9.5
Non-Florida	0	0		0	0		0	0		0	0		0	0	--	--
TOTAL	1139			1228			1293			1382			1561		422	37.1
Shepard Broad Law Center																
Florida	997	100		1007	100		1043	100		1107	100		1176	100	179	0.0
Fort Lauderdale	997	100		1007	100		1043	100		1107	100		1176	100	179	0.0
Other Florida	0	0		0	0		0	0		0	0		0		--	-
Non-Florida	0	0		0	0		0	0		0	0		0		--	-
TOTAL	997			1007			1043			1107			1176		179	18.0

Table 6 (Continued)

School of Social and Systemic Studies												
Florida	109	100	129	100	181	100	204	100	226	100	117	0.0
Fort Lauderdale	109	100	129	100	181	100	204	100	226	100	117	0.0
Other Florida	0	0	0	0	0	0	0	0	0	0	--	-
Non-Florida	0	0	0	0	0	0	0	0	0	0	--	-
TOTAL	109		129		181		204		226		117	107.3
Center for the Study of International Tourism												
Florida	201	100	173	100	190	100	214	100	217	100	16	0.0
Fort Lauderdale	201	100	173	100	190	100	214	100	217	100	16	0.0
Other Florida	0	0	0	0	0	0	0	0	0	0	--	-
Non-Florida	0	0	0	0	0	0	0	0	0	0	--	-
TOTAL	201		173		190		214		217		16	8.0
Oceanographic Center												
Florida	82	100	76	100	85	100	87	100	108	100	26	0.0
Fort Lauderdale	82	100	76	100	85	100	87	100	108	100	26	0.0
Other Florida	0	0	0	0	0	0	0	0	0	0	--	-
Non-Florida	0	0	0	0	0	0	0	0	0	0	--	-
TOTAL	82		76		85		87		108		26	31.7

Table 6 (Continued)

Panama													
	Florida	0	0	0	0	0	0	0	0	0	0	--	-
	Fort Lauderdale	0	0	0	0	0	0	0	0	0	0	--	-
	Other Florida	0	0	0	0	0	0	0	0	0	0	--	-
	Non-Florida	318	100	342	100	389	100	436	100	459	100	141	0.0
	TOTAL	318		342		389		436		459		141	44.3
TOTAL													
	Florida	14335	84	14881	83	15047	83	15126	82	15667	81	1332	- 3.6
	Fort Lauderdale	7267	42	7825	44	8262	45	8537	46	8982	46	1715	9.5
	Other Florida	7068	41	7132	40	6785	37	6589	36	6685	35	-383	-14.6
	Non-Florida	2820	16	3046	17	3154	17	3262	18	3684	19	864	18.8
	TOTAL	17155		17927		18201		18388		19351		2196	12.8

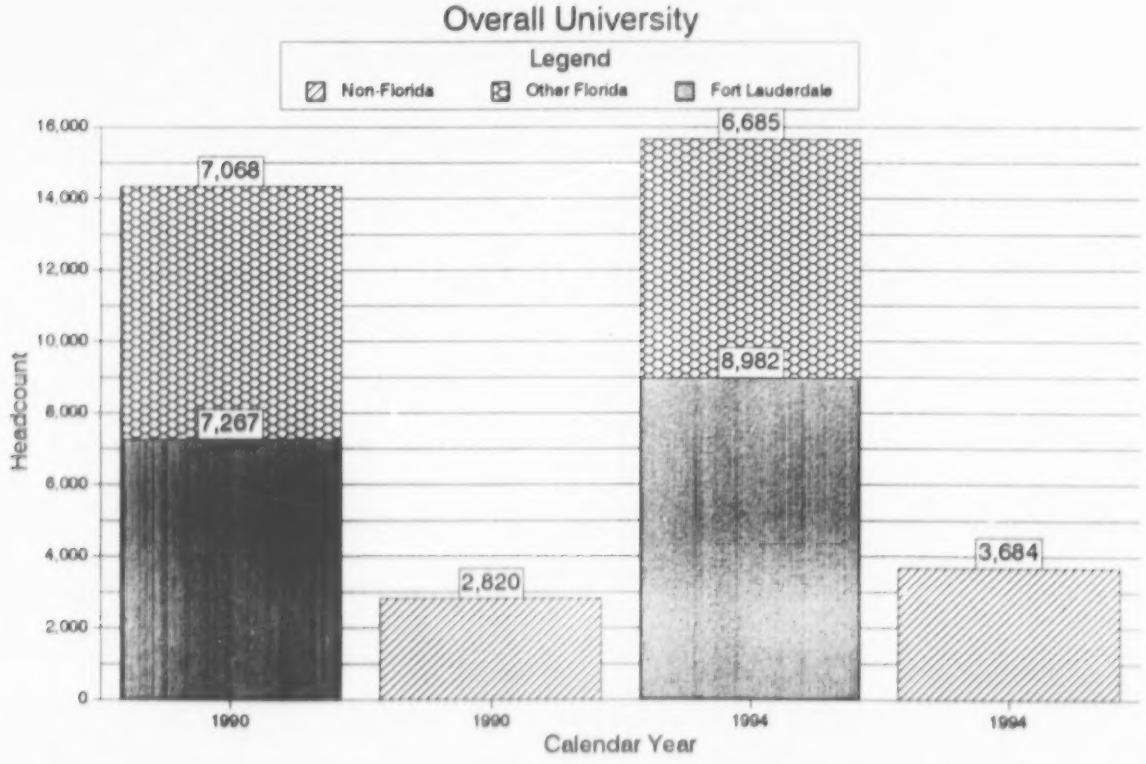
Note. Students in the School of Computer and Information Sciences (SCIS) are not presented by center in this table, but they are included in TOTAL.

Many students in the SCIS attend classes on the Davie Campus and the East Campus in a traditional manner. They are registered as *FTLAU* when registration forms are completed. Other students, depending on term and degree program, receive instruction through telecommunications. They are, however, also registered as *FTLAU* when registration forms are completed. Another group of SCIS students sit for class in either quarterly three-day meetings or twice-yearly one-week institutes, with all other instruction based on telecommunications and other forms of distance education. These students are additionally registered as *FTLAU*.

Thus, place of class attendance can be problematic in this center. In defense of the decision to include SCIS students in TOTAL results, it should be mentioned that their numbers are fairly small compared to the composite number of students, they do not overly influence broad interpretation of place of class attendance at the University, and over 25 percent of all SCIS students are permanent residents of Broward County.

Nova Southeastern University Students

By Place of Class Attendance: Calendar Year 1990 Compared to Calendar Year 1994



Fort Lauderdale	7,267		8,982	
Other Florida	7,068		6,685	
Non-Florida		2,820		3,684

Figure 34

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Nova Southeastern University Students

By Place of Class Attendance: Calendar Year 1990 Compared to Calendar Year 1994

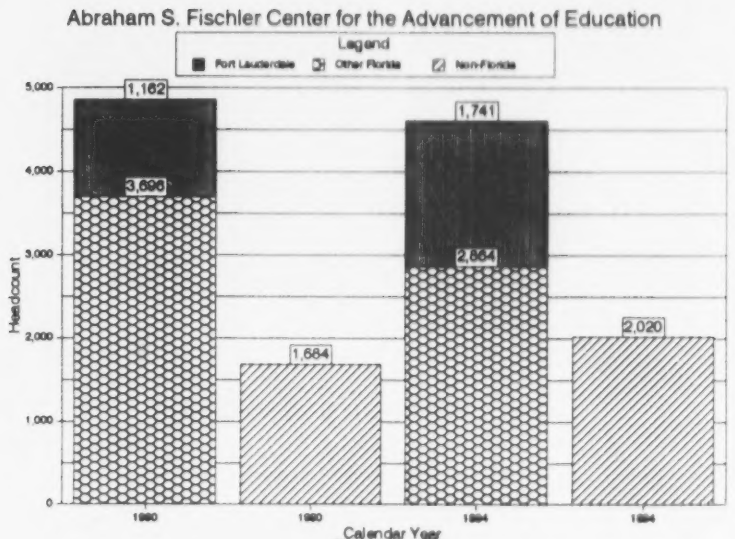


Figure 35

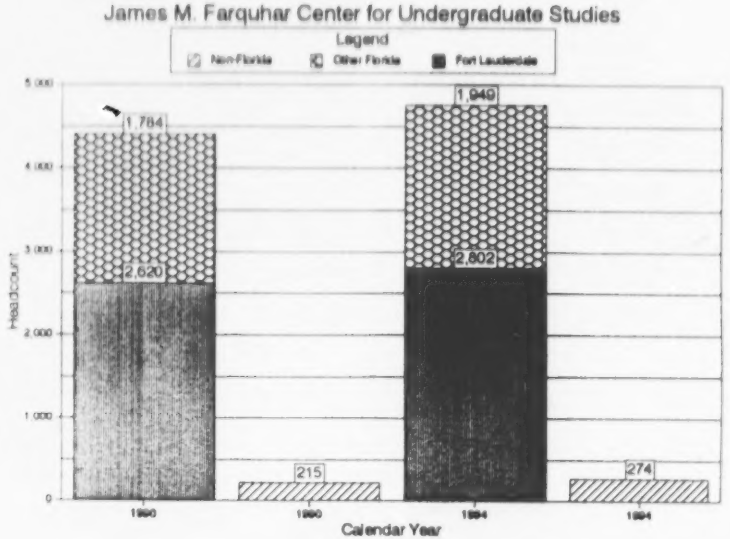
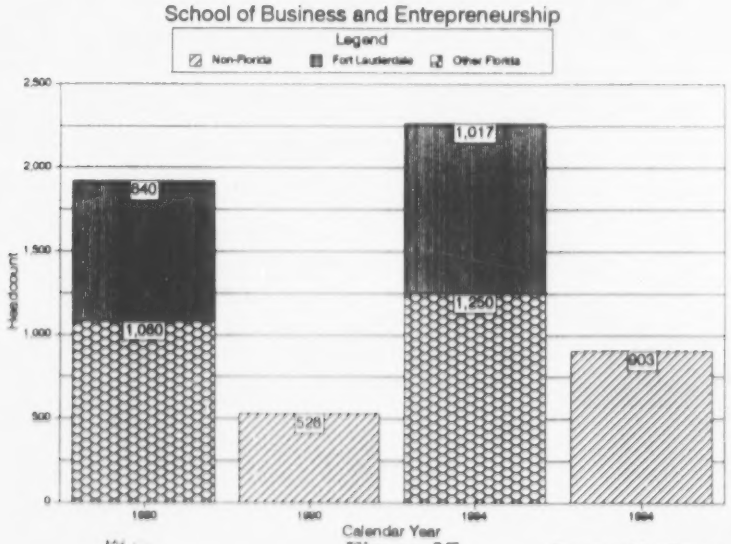


Figure 36



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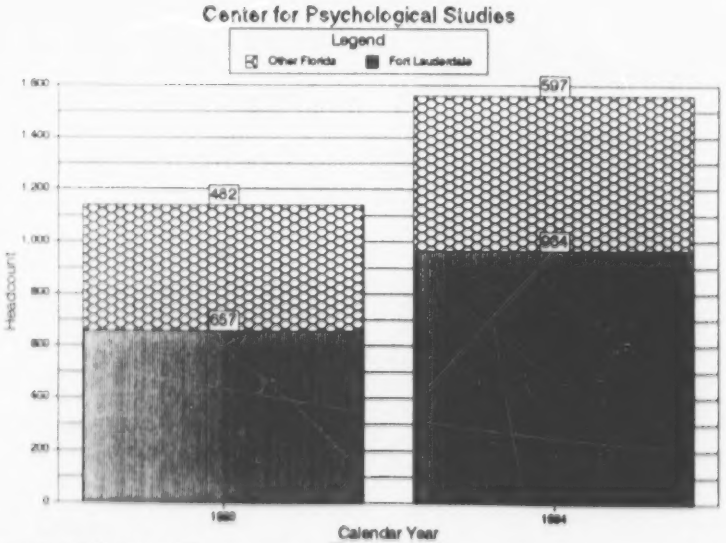

Figure 38

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Nova Southeastern University Students

By Place of Class Attendance: Calendar Year 1990 Compared to Calendar Year 1994

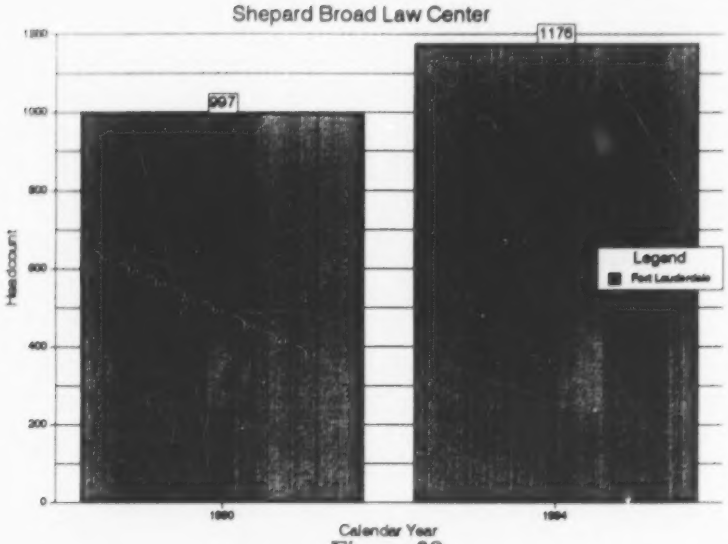

Figure 39

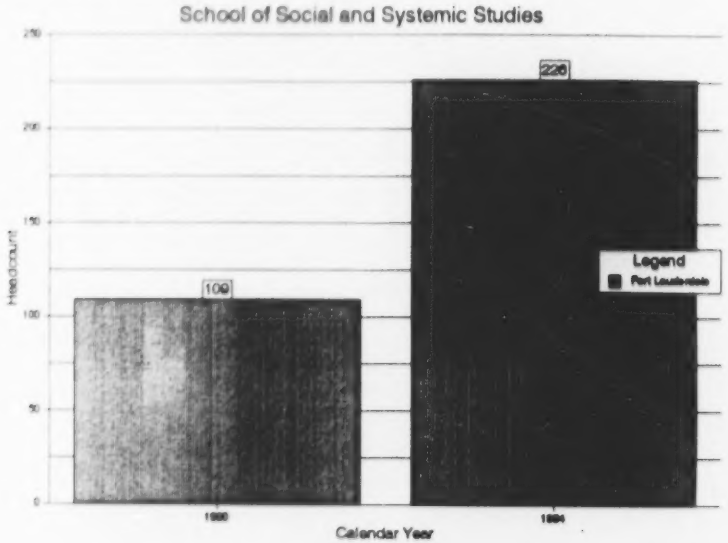

Figure 40

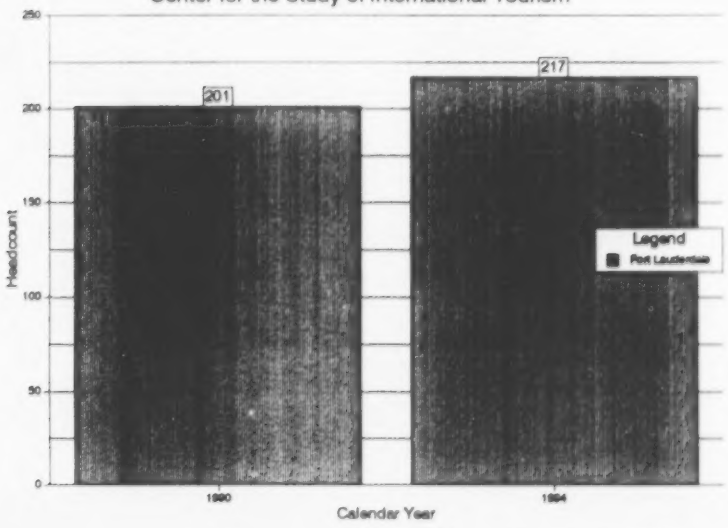

Figure 41

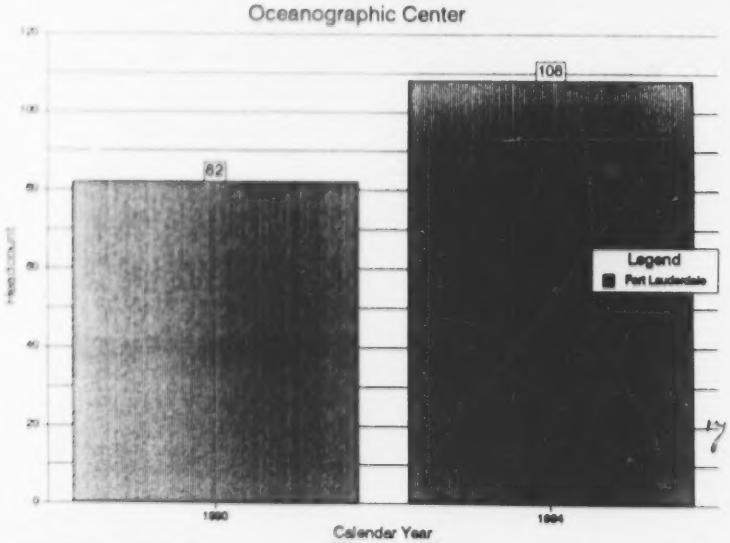

Figure 42

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Nova Southeastern University Students

By Place of Class Attendance: Calendar Year 1990 Compared to Calendar Year 1994

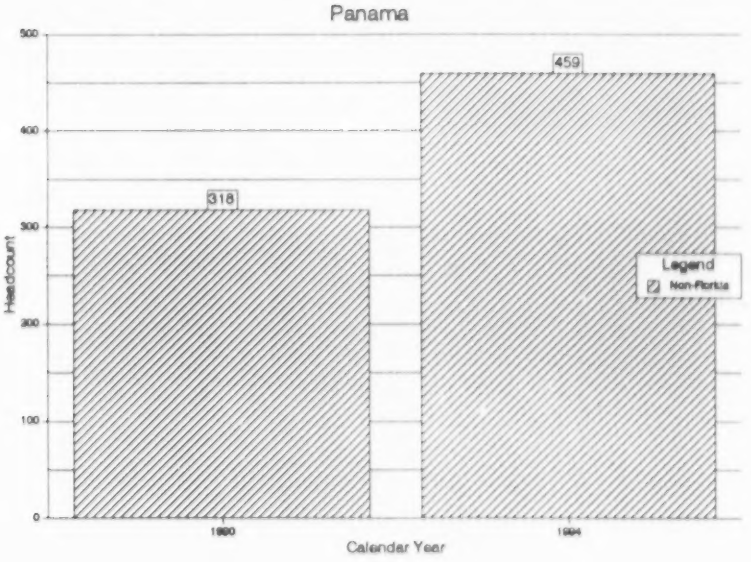

Figure 43

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In Calendar Year 1994, 70 percent of all instruction in the Abraham S. Fischler Center for the Advancement of Education occurred in Florida. The on-campus presence of this center has increased from 18 percent of student enrollment in Calendar Year 1990 to 26 percent in Calendar Year 1994.

The James M. Farquhar Center for Undergraduate Studies, in contrast, has remained exceptionally stable in trends relating to place of class attendance. Nearly 60 percent of all Farquhar students attend class on the University's Davie campus and 95 percent of all students attend class in Florida.

Over 70 percent of all Calendar Year 1994 instruction in the School of Business and Entrepreneurship occurred in Florida, with approximately one-third of all instruction in this center offered on the University's East Campus.

All instruction offered by the Center for Psychological Studies takes place in Florida. On-campus instruction in this center increased from 58 percent of total in Calendar Year 1990 to 62 percent in Calendar Year 1994.

Cumulative Yearly Credits

Unduplicated, cumulative headcount was previously used to indicate trends in student enrollment at the University. Another way to view enrollment trends is to examine cumulative yearly credits. This enrollment indicator is especially important since it is directly linked to tuition income. As presented in Table 7 and Figure 45, from Calendar Years 1990 to 1994, the University has experienced nearly 20 percent growth in cumulative yearly credits. This growth indicator is presented for each academic center in Figures 46 to 54:

The two largest academic centers, the Abraham S. Fischler Center for the Advancement of Education (8.2 percent increase in cumulative yearly credits) and the James M. Farquhar Center for Undergraduate Studies (4.6 percent increase in cumulative yearly credits) have both experienced moderate growth during Calendar Years 1990 to 1994.

In contrast, two other large centers, the School of Business and Entrepreneurship (51.4 percent increase in cumulative yearly credits) and the Center for Psychological Studies (48.5 percent increase in cumulative yearly credits) have both experienced profound growth during Calendar Years 1990 to 1994.

Table 7

Nova Southeastern University Cumulative Yearly Credits by Academic Center: Calendar Years 1990 to 1994

Academic Center	1990		1991		1992		1993		1994		Change 1990-94	
	N	%	N	%	N	%	N	%	N	%	N	%
Abraham S. Fischler Center for the Advancement of Education	74352	31	88108	34	81115	31	78303	30	80435	28	6083	8.2
James M. Farquhar Center for Undergraduate Studies	84765	35	86783	33	85308	32	80107	30	88694	31	3929	4.6
School of Business and Entrepreneurship	28130	12	31381	12	35921	14	39576	15	42593	15	14463	51.4
Center for Psychological Studies	14636	6	14588	6	16273	6	18672	7	21733	8	7097	48.5
Shepard Broad Law Center	20756	9	21228	8	22041	8	23017	9	24152	9	3396	16.4
School of Computer and Information Sciences	9346	4	9131	3	8821	3	9175	3	10119	4	773	8.3
School of Social and Systemic Studies	1953	1	2024	1	2336	1	2630	1	3353	1	1400	71.7
Center for the Study of International Tourism	2180	1	3033	1	3560	1	4106	2	4038	1	1858	85.2

Table 7 (Continued)

Oceanographic Center	691	<1	674	<1	766	<1	941	<1	1128	<1	437	63.2
Panama	4580	2	4975	2	6544	2	6667	3	6972	2	2392	52.2
TOTAL	241389		261925		262685		263194		283217		41828	17.3

Nova Southeastern University Cumulative Yearly Credits:

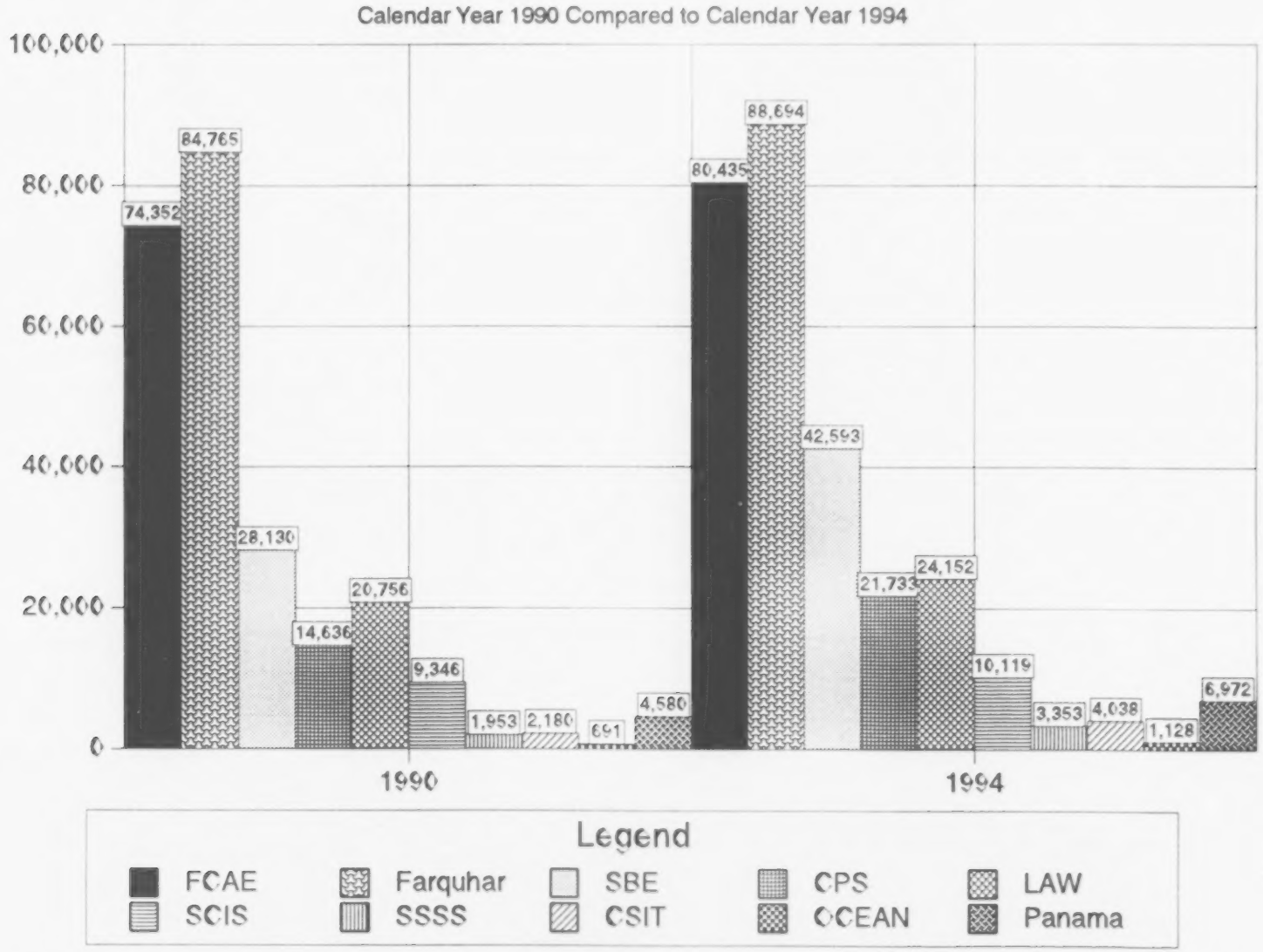

Figure 44

Nova Southeastern University Cumulative Yearly Credits:

Calendar Year 1990 Compared to Calendar Year 1994

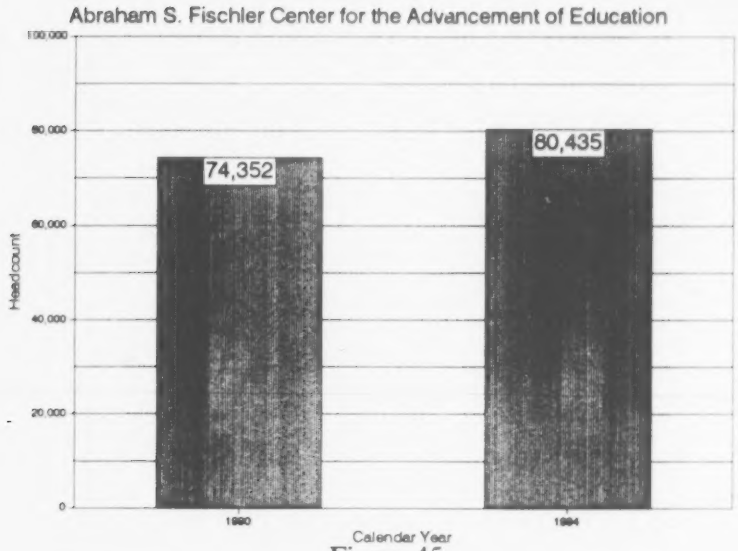

Figure 45

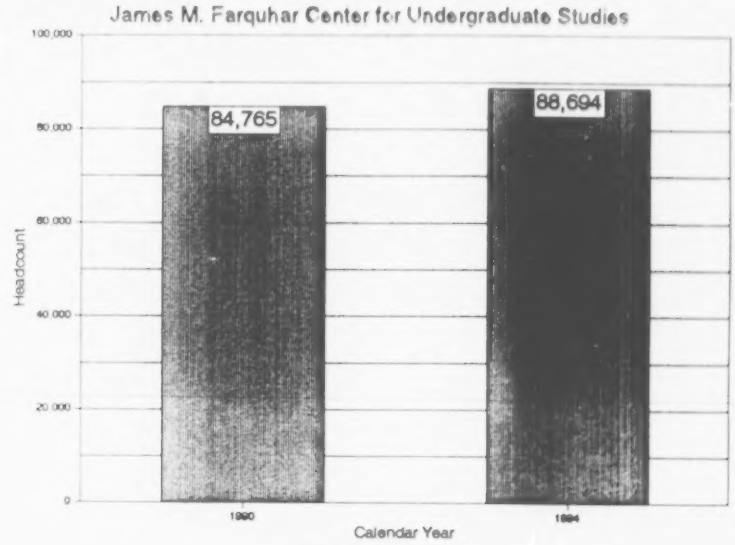

Figure 46

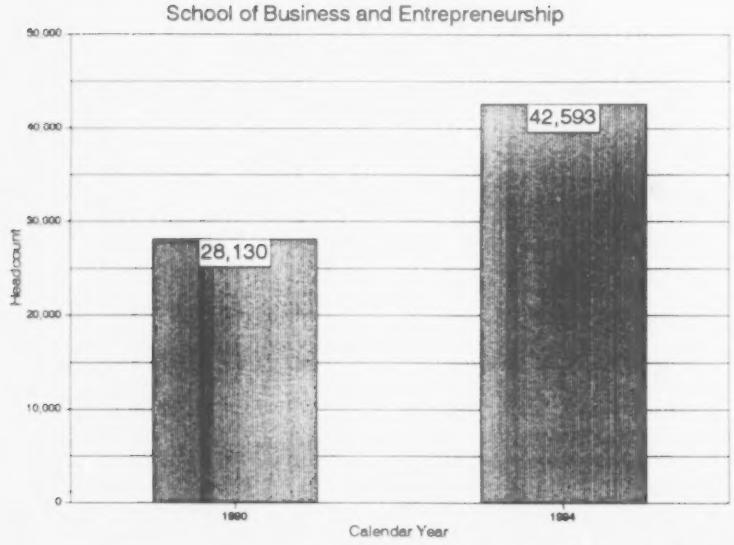

Figure 47

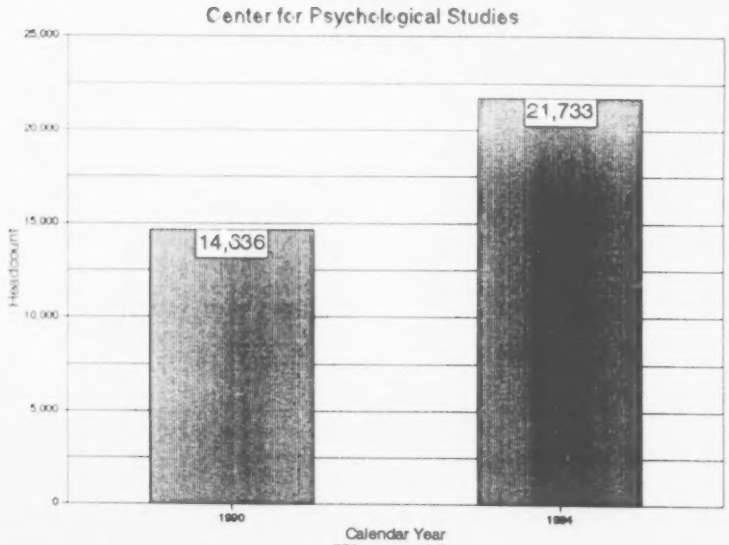

Figure 48

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Nova Southeastern University Cumulative Yearly Credits:

Calendar Year 1990 Compared to Calendar Year 1994

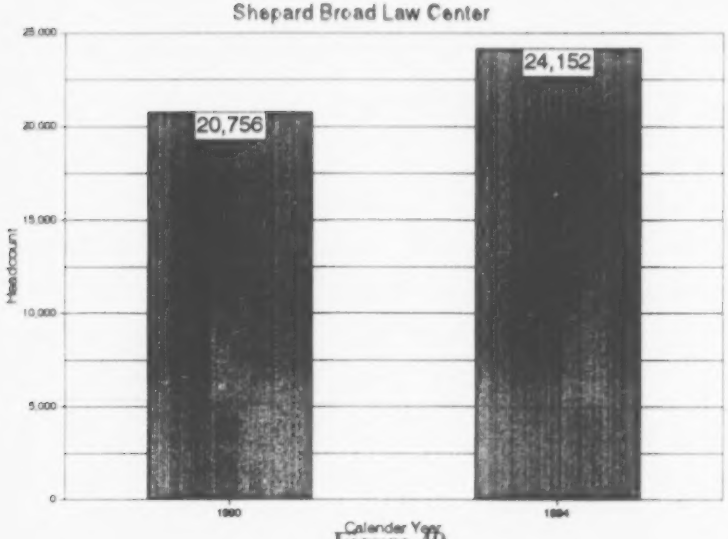

Figure 49

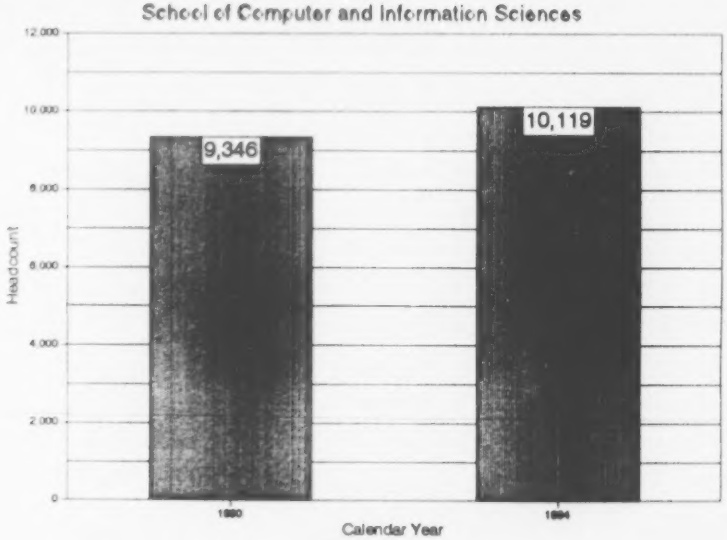

Figure 50

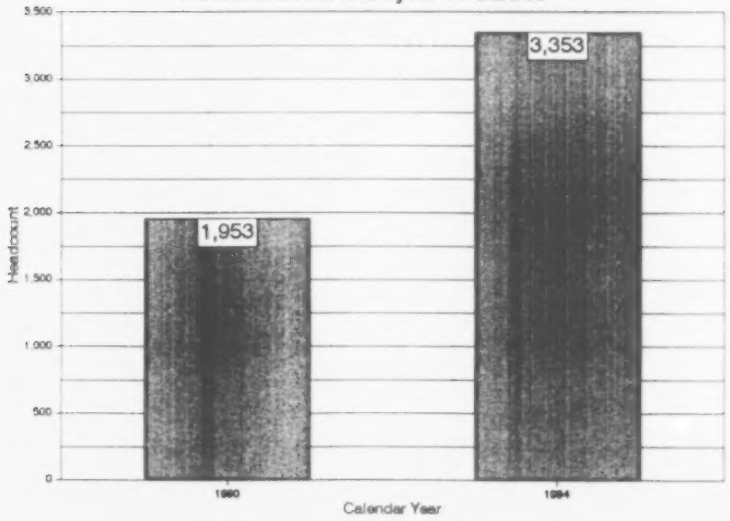

Figure 51

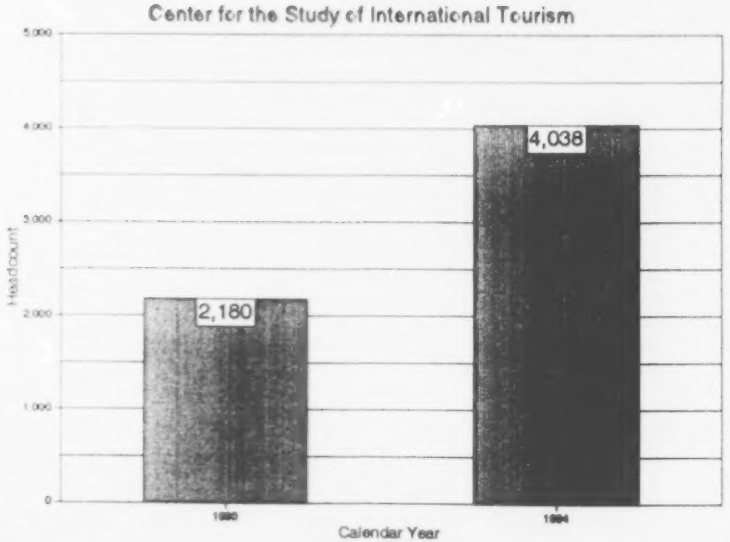

Figure 52

Prepared by Research & Planning - Source SIS March 1995

Nova Southeastern University Cumulative Yearly Credits:

Calendar Year 1990 Compared to Calendar Year 1994

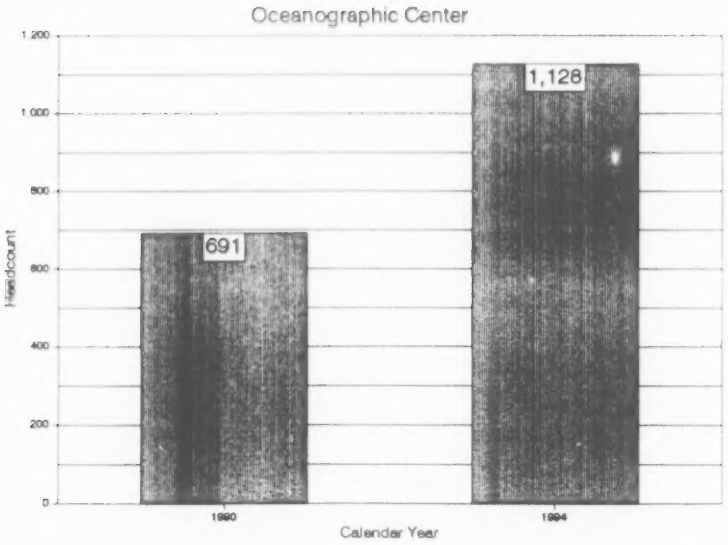

Figure 53

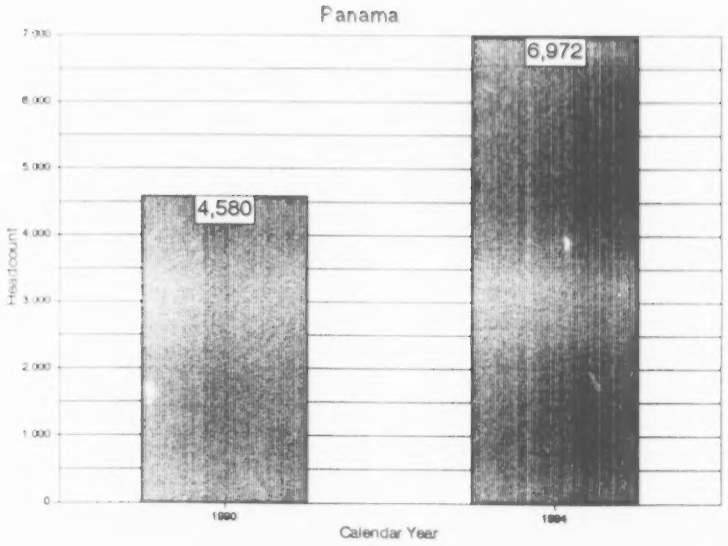

Figure 54

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Other academic centers had wide variance in increase of cumulative yearly credits during Calendar Years 1990 to 1994. The School of Social and Systemic Studies (71.7 percent increase), the Oceanographic Center (63.2 percent increase) and Panama (52.2 percent increase) all experienced exceptionally high growth during Calendar Years 1990 to 1994.

SUMMARY

The University has experienced a 36 percent increase in enrollment from 1990 to 1994 (*Nova Southeastern University Fact Book*, 1995). This statistic is based on data from the United States Department of Education's Fall 1994 Integrated Postsecondary Education Data System (IPEDS) survey, which in 1994 included the addition of nearly 1,500 students in the University's Health Professions Division.

Excluding students in the Health Professions Division, the University experienced a 12.8 percent increase in unduplicated, cumulative headcount during Calendar Years 1990 to 1994 and a 17.3 percent increase in cumulative yearly credits during the same time period. Whichever statistic is used to monitor enrollment trends, it is obvious that the University is experiencing sustained growth, which is in contrast to many other colleges and universities across the nation that have instead had to deal with threats to enrollment stability.

Growth and related demographic trends, however, are not uniform across all academic centers:

1. Growth (both unduplicated, cumulative headcount and cumulative yearly credits) seems to be the greatest in the School of Business and Entrepreneurship, the Center for Psychological Studies, and the School of Social and Systemic Studies. The Abraham S. Fischler Center for the Advancement of Education and the James M. Farquhar Center for Undergraduate Studies have both retained their large student base, but growth above the base has been slight to moderate.

2. The University has been remarkably consistent in maintaining a student ratio of 61 percent female to 39 percent male. This trend could change, however, if female representation in the Center for Psychological Studies continues to increase while female representation in the Shepard Broad Law Center continues to decline.

3. During Calendar Years 1990 to 1994 there has been increased minority representation throughout the University and within each academic center. Changes, such as a 100.7 percent increase in enrollment by African-American students in the School of Business and Entrepreneurship, will certainly have a profound influence on the future of the University and consequently the impact of the University on the South Florida community.

4. Distance education and the appropriate use of technology for educational delivery are central to the University's Mission Statement. Yet, there is growing evidence that attendance in classes offered on or near the University's South Florida campuses may be the dominant means of instruction at the University.

   (Due to the incompatibility of information systems at the time of the merger, Health Professions Division students have been excluded from this study. If they had been included, over 50 percent of all instruction would take place on one of the University's South Florida campuses. Additionally, cluster-based students in the local area are not coded in the Student Information System cluster code that equated to campus-based instruction. If these students had been equally included, it is currently estimated that over 60 percent of all University students attend class either on one of the University's South Florida campuses, or at a cluster in the local area, where campus services are readily available. The issue of place of class attendance will be examined in greater detail in a future report.)

Although it is immediately favorable to read in this report that the University is experiencing high growth rates, this trend needs to be put into the context of managed growth. Optimal sizing was a major theme at the University's 1995 Board Retreat (*Board of Trustees Retreat*, May 19-20, 1995). This theme has also received attention in the University's Master Plan (*Nova Southeastern University Master Plan, 1995*).

During the University's first 30 years, deans were encouraged to continually strive for growth. Now, academic centers in the University may be approaching optimal size. This change may give the University the opportunity to structure programs and recruit students based on new goals and criteria. Along with concern for managed growth, the University equally needs to consider a response to long-term trends and changes in gender, ethnicity, urbanization of South Florida, and other demographic criteria that could influence enrollment management and composition of the student body.

The University currently enjoys a strengthening fiscal base and expanding enrollment. The University maintains well-respected programs in South Florida and throughout the entire state of Florida. Through the use of distance education, the University has also been able to impact professions throughout the United States. By carefully monitoring student enrollment and the changing characteristics of students, the University should be able to plan for expected change in an orderly, systematic, and fiscally prudent manner.

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